

1. Term 1

1. To answer complex questions
2. To understand title, setting and plot
3. To expand vocabulary of common spoken words
4. To use language for thinking
5. To talk about an issue with preparation
6. To use additional language to communicate information
7. To understand some elements of stories
8. Showing development in ability to write a dialogue
9. To use a dictionary
10. To label a diagram

2. Term 2

1. To acquire a vocabulary
2. To write a description
3. To imagine and describe possibilities
4. To solve a word puzzle
5. To understand characters
6. To note relevant information while listening
7. To use comparatives to communicate
8. To develop vocabulary
9. To use comparatives to communicate
10. To analyse the features of things to classify them
11. To understand rhyme in poetry
12. To write creatively
13. To identify the main point
14. To understand title, setting, plot
15. To scan for specific information
16. To sequence things according to criteria
17. To design a simple advertisement

3. Term 3

1. To write a description of self

2. To note relevant information
3. To read fiction and non-fiction
4. To interact in additional language
5. To encourage others to speak their additional language
6. To write to communicate information
7. To sequence things according to criteria
8. To sustain a conversation
9. To give other learners a chance to speak
10. To read fiction and non-fiction at an appropriate level
11. To show development in the ability to write a poem
12. To give others a chance to speak
13. To express an opinion and give reasons
14. To recognise words which are often confused

4. Term 4

1. To use language for thinking
2. To use a dictionary
3. To express an opinion with reasons
4. To identify and discuss a social issue
5. To develop an own vocabulary
6. To understand some elements of stories
7. To communicate information
8. To use language forms and structures to communicate orally and in writing
9. To role-play a familiar situation
10. To write for social purposes
11. To express cause and effect
12. To read a historic text
13. To understand rhyme

To answer complex questions

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 6

Module 1

TO ANSWER COMPLEX QUESTIONS

Activity 1:

To answer some complex questions

[LO 5.2.1]

We will be looking at many different aspects of cycling! We will look at all the different parts of the bicycle, as well as rules to be aware of when riding. We will do many fun activities with a cycling theme and we will learn about some famous cyclists and cycle races. Bicycles are the only form of transport for many people today and therefore it is important that we understand the rules of the road when riding a bicycle and that we know about basic maintenance skills, e.g. fixing a puncture.

Let's start with a fun activity. Have a careful look at the picture below and then answer the questions that follow.



BEFORE YOU DECIDE THAT ALL BIKES HANDLE THE SAME . . .

. . . SPEAK TO A CYCOLOGIST!

1. What do we call a doctor who gives one advice regarding one's emotions?
2. Why is the word “cycologist” above such a suitable choice?
3. What do you think the cyclist in the picture is thinking?
4. What are some adjectives that would describe the look on his face?
5. List four ways that the illustrator has indicated in the drawing, that this is an accident.

Educator’s Assessment Chart:

Criteria	1	2	3	4
Answers to the questions	Unable to answer.	Requires prompting.	Shows insight in	Answers with full insight.

			most answers.	
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Assessment

LO 5
THINKING AND REASONING The learner will able to use language to think and reason, and access, process and use information for learning.
We know this when the learner:
5.2 uses language for thinking;
5.2.1 answers and asks some more complex questions;
5.2.3 analyses the features of things in order to classify them;
5.2.8 evaluates, makes choices and judgements, and gives reasons for them;
5.3 collects and records information in different ways:
5.3.2 designs, draws and labels maps, plans, charts, graphs and diagrams.

To understand title, setting and plot

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 6

Module 2

TO UNDERSTAND TITLE, SETTING AND PLOT

Activity 1:

To understand title, setting and plot
To understand characters
To answer some complex questions

[LO 3.1.1, 3.1.2, 5.2.1]

Do you remember the day you learnt to ride a bike? Perhaps your experience was similar to Randy's! Read the story below carefully. You will then be asked to answer some questions about the story. In this exercise we want to determine whether you are able to understand what you are reading, as you read. Your teacher may ask you to read the story out loud – read through the assessment rubric at the end of the exercise to see what he/she will be listening for.

Randy fell off twice, once when a squirrel ran across the road and once when she came to the stone gate, but as soon as she was out on the concrete highway she was able to manage better. The road under her wheels felt smooth as satin. She was flying, skimming like a swallow near the earth. She kept her eyes fixed sternly on the road and stayed close to the right side. Mona and Rush grew small in the distance ahead of her.

"Hey, wait for me!" called Randy, but the words were blown away from her. Half elated, half afraid, she spun along the highway by herself. She didn't dare look at the cars that passed her: whist, whist, they went in a speedy gap, leaving a gust of wind behind them. Fences flew by her, and houses and cows and trees, but she didn't see any of them. The road, the bicycle, the wind were drawing her along faster and faster, and she had the feeling that she would never be able to stop. Ahead of her Mona and Rush swerved to the right and after a little while, when Randy got there, she swerved too.

And then her heart seemed to freeze in her chest: hard and cold as a snowball.

The long main street of Carthage sloped steeply away below her. She saw the houses and stores on each side, and the people and the cars, and the steeple on the church at the foot of the hill. Where, oh, where were Rush and Mona? Save me, save me, prayed Randy as the bicycle gathered speed. She couldn't remember how to stop or put on the brake: she just held on. In a sort of dreadful calm she rocketed down the hill, expecting to die. Clear and sharp she saw an old lady and some chickens run across the street to get out of her way; she saw the Carthage traffic cop staring at her with his mouth open. He went by in a flash. She saw the broad blue back of a parked bus in front of her growing larger and larger, and more and more convincing like a close-up in the movies.

Now see if you can answer the following questions in full sentences.

1. Who was Randy riding with? (Paragraph 1) (1)
2. How did she feel spinning along the highway? (Paragraph 2) (1)
3. What did she see moving across the street as she came into Carthage? (Paragraph 4) (1)
4. What made her fall off first? (Paragraph 1) (1)
5. Do you think Randy had been trained to ride a bicycle? Give a reason for your answer. (2)
6. Can you find a simile in the first paragraph of the story? Write it down. (1)
7. Why did the traffic cop have his mouth open? (1)
8. Write down three words that make you realise that this story comes from America. (3)
9. Find the words in the extract which have the following meanings:

excited; strictly, to "pick up" speed.(3)

1. What do you think happened next in the story? (2)
2. Write down an example of alliteration from the story.(1)

3. Find one example of onomatopoeia in the story.(1)
4. Explain why the line “And then her heart seemed to freeze in her chest: hard and cold as a snowball.” is in a paragraph of its own. (2)

TOTAL: (20)

Educator Assessment Chart:

Criteria	1	2	3	4
Reading	Reads haltingly without phrasing, pausing and understanding.	Reads haltingly, becoming aware of phrasing and pausing, correct pace developing.	Reads with correct phrasing, inflection and pace in most instances.	Reads with correct phrasing, inflection and fluency, is totally in control of pace.
Answers to the questions	0 – 5Unable to answer.	6 – 10Requires prompting.	11 – 15Shows insight in most answers.	15 – 20Answers with full insight.

Assessment

LO 3

READING AND VIEWINGThe learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.

We know this when the learner:

3.1 understands some elements of stories.

3.1.1 understands title, setting and plot;

3.1.2 understands characters (e.g. describes their feelings and talks about reasons for their actions);

3.8 uses reference books and develops vocabulary:

3.8.2 uses a dictionary.

LO 5

THINKING AND REASONINGThe learner will be able to use language to think and reason, and access, process and use information for learning.

We know this when the learner:

5.2 uses language for thinking;

5.2.1 answers and asks some more complex questions;

5.2.3 analyses the features of things in order to classify them;

5.2.8 evaluates, makes choices and judgements, and gives reasons for them;

5.3 collects and records information in different ways:

5.3.2 designs, draws and labels maps, plans, charts, graphs and diagrams.

To expand vocabulary of common spoken words

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 6

Module 3

Expanding your vocabulary of common spoken words

Activity 1:

To expand vocabulary of common spoken words

[LO 6.4.4]

CLOSE PROCEDURE

Do you know how to fix a puncture? If you do, you should not have any difficulty with this exercise. If you have never had to fix a puncture before, this exercise will help you learn what you should do. It will also help you learn the correct vocabulary to use when talking about bicycles and punctures. The pictures are there to help you, so study them carefully. Fill the missing words in on the lines provided.

First check the **valve**. Wet your finger and put it on the _____. If you see a _____, the valve is leaking. You may need to buy a new **tube**.

Take the _____ off the bike. Let the **tyre** down. Do this by taking the valve out or pushing down the **centre pin**.

Pinch the tyre away from the _____. Do this all the way round the wheel.

Put a **tyre lever** between the rim and the tyre. Put another _____ a bit further round. Lever the tyre off the rim. Use levers to free a third of the tyre. The rest can be done by hand.

Take the **inner tube** out. Look for the _____ .

If you cannot see one, put the tube in some _____. Bubbles will come out from the hole. Put your finger over the hole. Mark it with some chalk.

Roughen the place around the hole with _____ .

Spread **rubber cement** around the hole. Wait until the cement is tacky. Cut a _____ of the right size.

Take the backing paper off the **patch**. Put the patch over the hole and _____ hard.

Cover the patch with _____ to dry the uncovered cement.

_____ that there is nothing sharp inside the tyre.

Pump a little air into the _____.

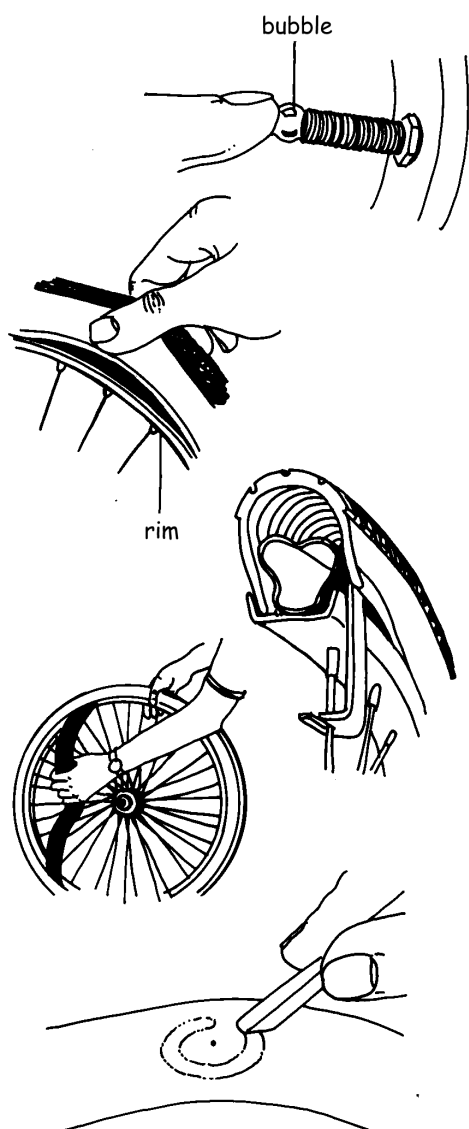
Push the tube into the tyre.

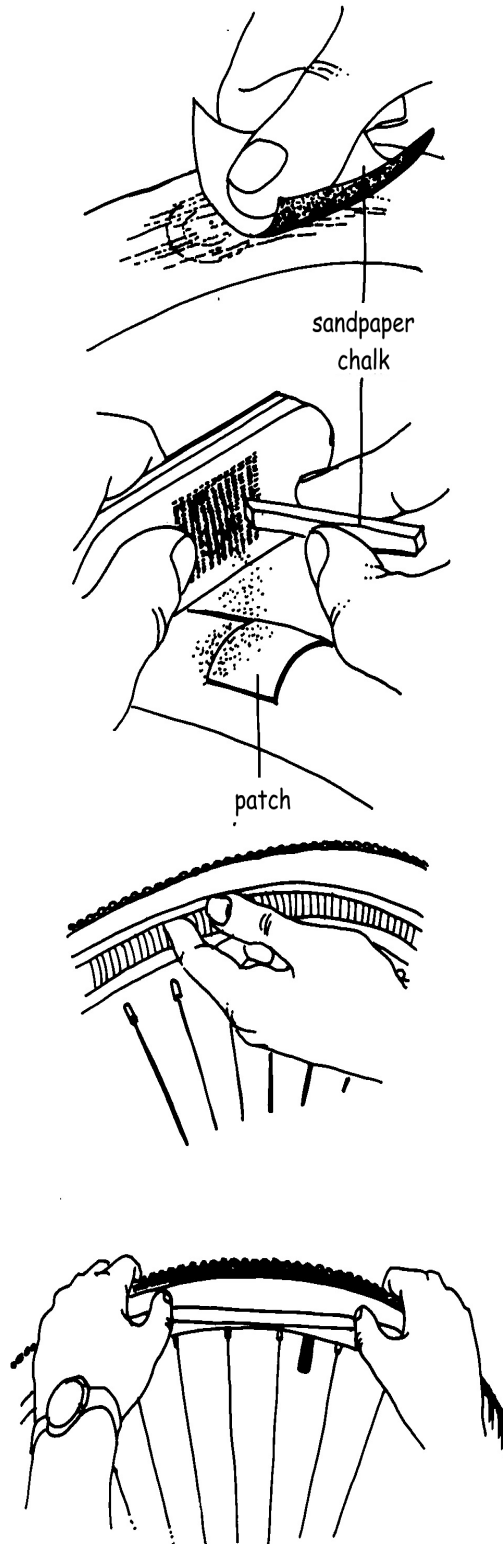
Pull the valve through the hole in the **wheel rim**.

Push the tyre _____ the wheel rim. Start at the valve. Do this on both sides. The second side will be much more difficult. Try not to use levers because they might _____ the inner tube.

Fix the valve in place with the valve nut.

Put the _____ back on the bike.





Assessment

LO 6

LANGUAGE STRUCTURE AND USEThe learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

We know this when the learner:

6.4 develops own vocabulary.

6.4.2 recognises words which sound the same but are spelled differently;

6.4.3 recognises words which are often confused;

6.4.4 understands between 4 000 and 5 500 common spoken words in context by the end of grade 6.

To use language for thinking

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 6

Module 4

TO USE LANGUAGE FOR THINKING

Activity 1:

To use language for thinking

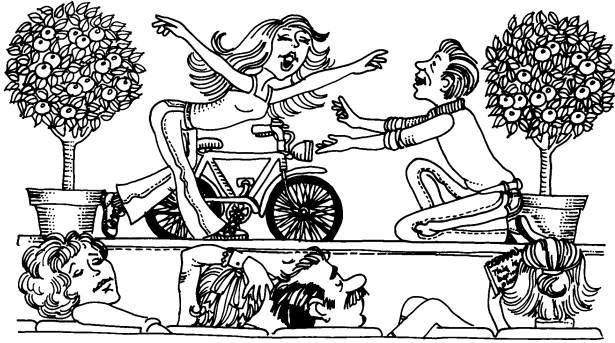
[LO 5.2.3]

Lets look at two very important aspects of language – fact and opinion! We use fact and opinion every day when we speak and write, without even realising it. It is important that we understand the difference between the two. Study the definition below and then we will see if you can distinguish between fact and opinion in an article.

A fact is something that is true.

An opinion is one person's viewpoint. It may or may not be true.

Drama critic, Sophia Winkle, wrote the play review below, after she had seen a Broadway play. Some of the statements are **facts**, and some are **opinions**. Read the article and draw a line under every sentence that states an opinion. There are five such sentences.



Herbert Scooter's play, "The Handlebars on My Bicycle Are Loose", opened on Broadway last night. It is the first play Mr Scooter has written. It ought to be his last.

The play has five acts and runs for seven and one-half hours. Mr Scooter could have made four plays out of it, but that would have been four times as bad. Fifi LaGlitter, the leading lady, has never appeared on Broadway before. I can understand why, because a bowling ball has more talent than Miss LaGlitter. She missed three entrances and forgot her lines fourteen times. It's too bad she didn't forget her whole part. Unlike me the rest of the people in the audience fell asleep in the middle of the second act. If I had been as smart, I would have gone to sleep, too.

List three facts from the article:

- Look at the picture. Describe the reaction of the four audience members in one sentence.
- Is this a fact or an opinion?
- Now let us take it one step further. Indicate whether the following statements are Fact or Opinion. Write an F or an O next to each statement.

1. Leaving the tap dripping is a waste of water.		
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2. Not putting a fire out properly in a picnic spot can cause a fire.		
3. Bullies are always big boys.		
4. Littering is bad for the environment.		
5. Plastic bags are a major cause of South Africa's littering problem.		
6. Perlemoen poachers should be locked up in jail for life.		
7. Poaching takes place in Nature Reserves all around South Africa.		
8. It is possible to live without electricity.		
9. Children should not have rights.		
10. Child labour is against the law.		
11. Child labour is an abuse of children's rights.		
12. We are all proud to be South African.		
13. South Africa's constitution is the most liberal in the world.		
14. Charity organisations should receive more money from the government.		
15. Some businesses support charities.		
16. All businesses support charities.		

Write three facts of your own:

Write three opinions of your own:

Educator Assessment Chart:

Criteria	1	2	3	4
Distinguishes between fact and opinion	0 – 4Still not sure	5 – 8In some contexts only	9 – 12Well	13 – 16Extremely clearly

Criteria	1	2	3	4
Accuracy of examples	Poor	Starting to understand	Good	Excellent

Assessment

LO 6
LANGUAGE STRUCTURE AND USE The learner will know and

be able to use the sounds, words and grammar of the language to create and interpret texts.

We know this when the learner:

6.4 develops own vocabulary.

6.4.2 recognises words which sound the same but are spelled differently;

6.4.3 recognises words which are often confused;

6.4.4 understands between 4 000 and 5 500 common spoken words in context by the end of grade 6.

To talk about an issue with preparation

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 6

Module 5

TO TALK ABOUT AN ISSUE WITHOUT PREPARATION

Activity 1:

To talk about an issue with preparation
To give other learners a chance to speak

[LO 2.5.1, 1.5.1]

Each year, many people in South Africa lose their lives due to accidents on our roads. Rules of the road are extremely important to ensure that accidents are avoided. They apply to the motorists, bus drivers and taxi drivers, but also to pedestrians and cyclists. People who ignore the rules of the road can endanger the lives of themselves and others.

We are going to take a closer look at the road situation in South Africa. Your teacher will divide you into groups of four and give you four topics to discuss. Each member of the group will choose a topic to report back on to the rest of the class. This will be a chance for you to express your own opinion, as well as that of your group. Each member in the group is expected to talk for 1 - 1½ minute. Study the assessment chart below to ensure that you are aware of what your teacher will be looking for as you speak.

The topics are as follows:

1. Causes of accidents and road deaths in South Africa.
2. Rules of the road that we think are essential.
3. Responsibilities of cyclists and pedestrians.
4. How can we help to improve the situation?

Educator and Peer Assessment Chart:

Criteria	1	2	3	4
Enunciation	Poor	Developing, not always clear	Good	Excellent
Eye-contact	None evident	Very little evident	Maintained through most of the talk	Maintained throughout the talk
Pace	Poor, falters often, making it difficult to follow	Not consistent, frequent faltering	Good flow, very little faltering	Excellent flow, no faltering
Sincerity, Conviction, Enthusiasm	No evidence	Very little evidence during the talk	Evident during most of the talk	Extremely evident throughout the talk
Use of Visual aids and preparation	None	Very little, but starting to understand the importance	Good	Excellent

Use of notes	Lack of notes lead to confusion	Correct use still developing – very dependent on notes	Good	Excellent, complimented talk or excellent talk without notes
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Assessment

Learning Outcomes(LOs)
LO 1
LISTENING The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.
Assessment Standards(ASs)
We know this when the learner:
<ul style="list-style-type: none"> • respects other learners:
1.5.1 gives other learners a chance to speak.
LO 2
SPEAKING The learner will be able to communicate effectively in spoken language in a wide range of situations.
We know this when the learner:
2.3 uses additional language to communicate information:

2.3.5 talks about an issue with preparation;

2.4 uses additional language creatively:

2.4.2 performs poems, songs and simple plays.

To use additional language to communicate information

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 6

Module 6

To use additional language to communicate information

Activity 1:

To use additional language to communicate information

[LO 2.3.5]

In this exercise you will work on your own to prepare a topic to be presented orally to the class. This talk will be slightly longer, as you will aim to talk for two minutes each. Speaking in front of other people is an important skill that we need to practise. Not everybody finds this easy, so be sure to prepare well if you feel nervous when addressing others. The rubric below will guide you.

Once you have chosen your topic, make use of the guidelines below to prepare your oral.

1. Find a bicycle, get permission to borrow it if necessary and then explain and demonstrate how to fix a puncture.
 2. Describe the day you got your first bicycle and learnt to ride it. (You may also use your imagination and make up a story.)
 3. Discuss a well known cycling tour/race such as the *Argus* or *Tour de France*, how cyclists should prepare themselves and mention a few well known names in cycling circles.
 4. The history of bicycles.
- My topic:
 - My introduction:
 - My main points will be:
 - My Conclusion will be:

Peer and Educator Assessment Chart:

Criteria	1	2	3	4
Enunciation	Poor	Developing, not always clear	Good	Excellent
Eye-contact	None evident	Very little evident	Maintained through most of the talk	Maintained throughout the talk
Pace	Poor, falters often, making it difficult to follow	Not consistent, frequent faltering	Good flow, very little faltering	Excellent flow, no faltering
Sincerity, Conviction, Enthusiasm	No evidence	Very little evidence during the talk	Evident during most of the talk	Extremely evident throughout the talk
Use of Visual aids and preparation	None	Very little but starting to understand the importance	Good	Excellent
Use of notes	Lack of notes lead to confusion	Correct use still developing – very	Good	Excellent, complimented talk or excellent talk without notes

		dependent on notes		
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Assessment

LO 2
SPEAKING The learner will be able to communicate effectively in spoken language in a wide range of situations.
We know this when the learner:
2.3 uses additional language to communicate information:
2.3.5 talks about an issue with preparation;
2.4 uses additional language creatively:
2.4.2 performs poems, songs and simple plays.

To understand some elements of stories

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 6

Module 7

TO UNDERSTAND SOME ELEMENTS OF STORIES

Activity 1:

To understand some elements of stories

To use language for thinking

[LO 3.1.1, 5.2.1]

The following passage has been adapted from the Lance Armstrong Foundation website. Read it through on your own. Take careful note of the details as you read. There are questions that will follow the article. Your answers to these questions will help your educator to assess how much you are taking in and understanding, as you read.

About Lance Armstrong

At age 25, Lance Armstrong was one of the world's best cyclists. He proved it by winning the World Championships, the Tour Du Pont, and multiple stages of the Tour de France. He seemed to be invincible and the future ahead was very bright. Then they told him that he had cancer.

Bike racing seemed unimportant, next to the challenge he now faced, but, like most young, healthy men, Lance ignored the warning signs and did not really understand how serious his condition was. He did not go for treatment, so the cancer spread to his abdomen, lungs and brain. His chances did not look too good.

Then a combination of physical conditioning, a strong support system, and a competitive spirit took over. He declared himself a cancer survivor, not a cancer victim.

He started learning about the disease and the treatment. Armed with knowledge and confidence in his medicine, he underwent aggressive treatment and ... he beat the disease!

During his treatment he created the Lance Armstrong Foundation. This marked the beginning of his life as a cancer survivor and a world representative for all people who suffered from cancer.

On 28 July 2002 Lance won the 89th Tour de France for the fourth time in a row. He is one of the world's greatest sport heroes. But although his victories in 1999, 2000, 2001 and 2002 are sweet, his battle against cancer has just begun.

1. Use your own words to write a definition of a "cyclist". (1)
2. Lance Armstrong seemed to be invincible. That means that it seemed as if he was_____ (1)
3. Why did the cancer spread to his abdomen, lungs and brain? (1)
4. Three factors helped him to fight the disease. What were they? (3)
5. What is the Tour de France? (1)
6. How many times has he won the Tour de France? (1)
7. Describe in one paragraph the kind of person you think Lance Armstrong is. (2)
8. Explain in your own words what you think the difference is between a "cancer victim" and a "cancer survivor". (1)
9. Name anything else that France is well known or famous for. (1)

Total: (12)

Educator Assessment:

Criteria	1	2	3	4
Reading	Reads	Reads	Reads	Reads with

	haltingly without phrasing, pausing and understanding.	haltingly, becoming aware of phrasing and pausing, correct pace developing.	with correct phrasing, inflection and pace in most instances.	correct phrasing, inflection and fluency, is totally in control of pace.
Answers to the text	0 – 3 Unable to answer.	4 – 6 Requires prompting.	7 – 9 Shows insight in most answers.	10 – 12 Answers with full insight.

Well Done!! Lets move on to some creative writing...

Assessment

LO 3
READING AND VIEWING The learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.
<i>We know this when the learner:</i>
3.1 understands some elements of stories.
3.1.1 understands title, setting and plot;
3.1.2 understands characters (e.g. describes their feelings and talks about reasons for their actions);

3.8 uses reference books and develops vocabulary:
3.8.2 uses a dictionary.

LO 5

THINKING AND REASONINGThe learner will be able to use language to think and reason, and access, process and use information for learning.

We know this when the learner:

5.2 uses language for thinking;

5.2.1 answers and asks some more complex questions;

5.2.3 analyses the features of things in order to classify them;

5.2.8 evaluates, makes choices and judgements, and gives reasons for them;

5.3 collects and records information in different ways:

5.3.2 designs, draws and labels maps, plans, charts, graphs and diagrams.

Showing development in ability to write a dialogue

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 6

Module 8

DEVELOPING THE ABILITY TO WRITE DIALOGUE

Activity 8:

Showing development in ability to write a dialogue

[LO 4.3.1]

In this exercise, we are going to practise writing a dialogue - a conversation between two people. You will also have the opportunity to exercise your creativity as you dream up this conversation.

The conversation is going to take place between a mother and a daughter. The daughter has asked her mom if she can go on a cycling weekend to raise funds to help people with Aids. The trip lasts for two days and there will be three adult professional cyclists accompanying the group. In the conversation, the mother must express the concerns that she has about this trip. She must also ask questions regarding the details she would need to know, in order for her to make the decision about whether to let her daughter go or not. The daughter must try to convince her mom that the trip is for a good cause and she should be allowed to go. Your dialogue must end with the mom coming to her decision and very clearly giving her daughter the reasons for her decision.

Important points to remember as you write:

- New speaker = new line
- Leave a line between speakers
- No inverted commas

First write the following:

ROUGH DRAFT: Brainstorming / Mind Map

FINAL DRAFT

Activity 2:

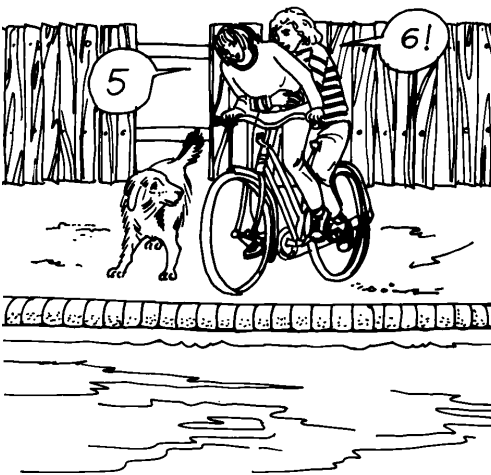
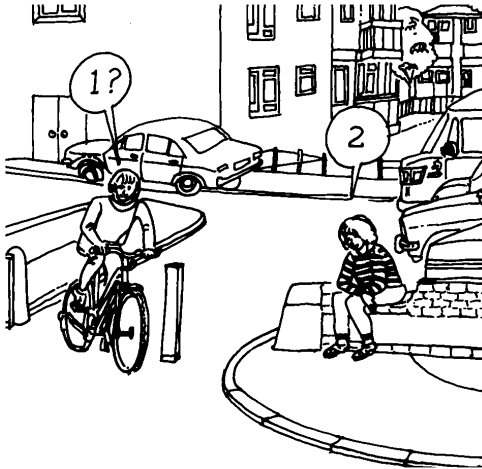
Showing development in ability to write a dialogue

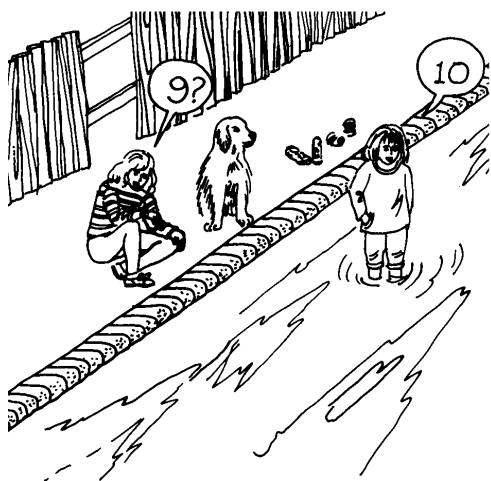
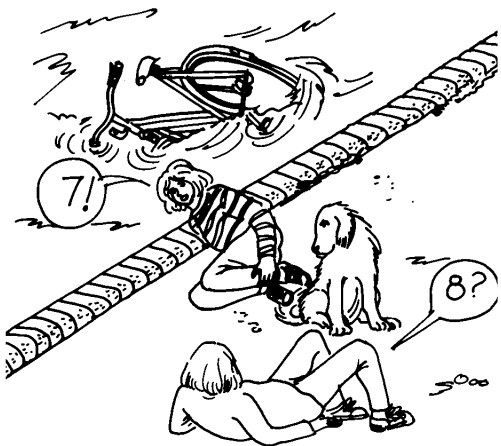
To use quotation marks (direct speech) correctly

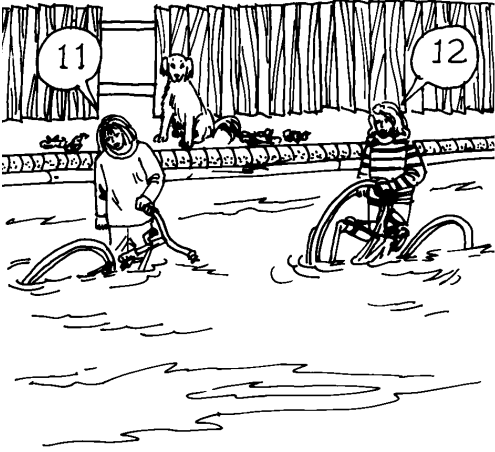
[LO 4.3.1, 4.5.3]

Lets take things one step further now! We are still dealing with a conversation in this exercise, but the conversation is between two girls. This time, you and your group will have to guess what is being said by looking carefully at the pictures. This is once again a chance for you to be creative, but remember to listen to everybody's contribution before making your decision. When you write your answers on the lines, remember to make use of punctuation, e.g. exclamation marks, question marks and commas.

THE LOST BICYCLES







Our group suggestions:

This is what the girls are actually saying:

Match the words with the balloons. Write the letter next to the appropriate number.

- a Ouch! My Leg!
- b Can you see it?
- c Hello Deb. Where's your bike?
- d And here's my stolen bike too.
- e Jump on. I'll give you a lift.
- f Mind that dog, Sally!
- g Here it is Deb. I've found it.
- h No, the water is as black as ink.
- i Never mind your leg. What about my bike?
- j Thanks. Let's go down to the canal.

k Oh no!

l Somebody stole it last night.

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11	
12	

That is good work, but lets take it one step further now...

REWRITE THE SENTENCES ABOVE USING QUOTATION (SPEECH)
MARKS

e.g. Deb shouted, "Mind that dog, Sally!"

Remember to use words such as **shouted, asked, replied, answered, warned, offered, moaned, said.**

Activity 3:

Showing development in ability to write a dialogue

To use additional language creatively

[LO 4.3.1]

Your educator is going to divide you into partners for the next exercise. You and your partner are going to choose one of the situations listed below. You are then going to prepare a dialogue between the two people involved in the situation you have chosen. Once your dialogue is prepared, you must practise it well as each pair will be given a chance to present their scene to the class. It is important that you dress up and do your best to become the character you are portraying. Pay special attention to speaking clearly and making the scene interesting to watch. Check your rubric before you start.

Choose one of the situations below:

- An accident scene: One car has just collided with another. Act out the dialogue that follows, as the drivers try to decide what happened and who is to blame.
- A driving lesson scene: A dialogue between the impatient driving instructor and the nervous learner driver during the lesson.
- Traffic offence scene: The dialogue between a motorist who has broken the law and a traffic officer who is required to fine/arrest/test the motorist.
- Police station scene: The dialogue between a drunk motorist arrested for drunken driving and the police officer who is trying to complete paper work about the incident.

Plan your dialogue:

- Rough draft / Brainstorming
- Final Copy
- Our Dialogue Title:

Assessment

LO 4
WRITINGThe learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.
We know this when the learner:
4.3 writes creatively:
4.3.1 shows development in the ability to write stories, play scripts and dialogues;
4.5 understands the writing process, and uses developing knowledge of language structure and use:
4.5.3 edits writing, using knowledge of structure and tools.

To use a dictionary

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 6

Module 9

TO USE A DICTIONARY

Activity 1:

To use a dictionary

To evaluate, make a choice and judgement and give reasons

[LO 3.8.2, 5.2.8]

We are going to change our focus now and have a look at two bicycle adverts. The adverts describe two different bicycles. You will need to use your imagination as you read the descriptions. Try to picture the bicycles in your head as you read. At the end of this exercise you will be required to choose one of these bicycles and to give the reasons for your choice. Think about it carefully as you complete the activities below.

Read the following descriptions of two different bicycles.

The Raleigh Poppy

For the young ones - an easy-to-ride small-wheel cycle with big play appeal. Quick adjusting saddle and handlebar heights, to suit a wide age group. Deep mudguards, 356 mm pneumatic (with compressed air) tyres. The quarter-rise handlebars allow perfect control and Raleigh calliper (like pliers) brakes ensure safe stopping. A very useful accessory is the holdall with shoulder strap, in denim-look material. Colour finish for this bright little model is Hot Red, with 'Poppy' graphic scheme.

The Raleigh Commando

is everything the name implies. It's a go-anywhere adventure bike that's really safe for 7 - 11 years olds. It's even a favourite with the girls too. The 45 cm wheels have heavily studded tread tyres for sure-grip. The 3-speed hub gear is controlled by the handlebar

twist-grip. The powerful calliper brakes have closed end brake shoes. Wide mudguards and protective chain guard are in scratch-resistant chrome. The giant reflector is mounted behind the useful chrome rear carrier and the kick-down prop-stand makes parking so simple.

To ensure that you understand what you have read, make a list of the words that you are not sure of so you can look them up in the dictionary:

Word:	Dictionary description:
1.	
2.	
3.	
4.	
5.	

Each of these bicycle parts are described in the advertisement:

mudguards
reflector
saddle
holdall
tyres
brakes

prop stand
gears

Complete each descriptive phrase by adding the name of the most suitable bicycle part.
(You may need to look at the advertisement again.)

deep, protective twist grip control

a giant heavily studded thread

a kick-down quick adjusting

powerful, reliable a detachable

Now it is time to make your choice. Once you have written down your choice, use the lines below to explain what special features appeal to you.

I would choose the _____bicycle for myself because:

What additions would you make to the bicycle to make it perfect for you?

Educator Assessment Chart:

Criteria	1	2	3	4
Spelling and punctuation	Poor – difficult to decipher	Still developing – many errors	Good – very few errors	Excellent - no errors
Creativity	Poor, predictable, no new ideas.	Still developing, very few original ideas	Good, some original ideas	Excellent, original ideas
Neatness	Untidy	Presentation	Good	Excellent

		inconsistent, greater care needed	presentation	presentation, great care taken
Ability to make choices and give reasons for them	Poor	Fair	Reasonable	Excellent

Assessment

LO 3
READING AND VIEWING The learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.
We know this when the learner:
3.1 understands some elements of stories.
3.1.1 understands title, setting and plot;
3.1.2 understands characters (e.g. describes their feelings and talks about reasons for their actions);
3.8 uses reference books and develops vocabulary:
3.8.2 uses a dictionary.

LO 5
THINKING AND REASONING The learner will be able to use language to think and reason, and access, process and use information for learning.
We know this when the learner:
5.2 uses language for thinking;
5.2.1 answers and asks some more complex questions;
5.2.3 analyses the features of things in order to classify them;
5.2.8 evaluates, makes choices and judgements, and gives reasons for them;
5.3 collects and records information in different ways:
5.3.2 designs, draws and labels maps, plans, charts, graphs and diagrams.

Memorandum

This activity requires learners to work on their own again. They will be expressing their own opinion – not that of a group! The learners are presented with two adverts for bicycles. Read through these adverts with the class before allowing them to start the activities. As the learners read the adverts, encourage them to use their pencils to underline the words that they do not understand. These words can then be written into the table and looked up in the dictionary.

Learners are required to make a choice between the two bicycles in the adverts. They must be able to explain what appeals to them about the bicycle. They must also use their imagination and mention what they would like added to the bicycle to make it perfect. Once the exercise is complete, allow learners to share their ideas with each other, just for interest sake.

Remember to draw their attention to the fact that they will be assessed on neatness, creativity as well as spelling and punctuation.

--	--

deep, protective MUDGAURDS	twist grip control GEARS
a giant REFLECTOR	heavily studded tread TYRES
kickdown PROP STAND	quick adjusting SADDLE
Powerful reliable BRAKES	A detachable HOLDALL

To label a diagram

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 6

Module 10

TO LABEL A DIAGRAM

Activity 1:

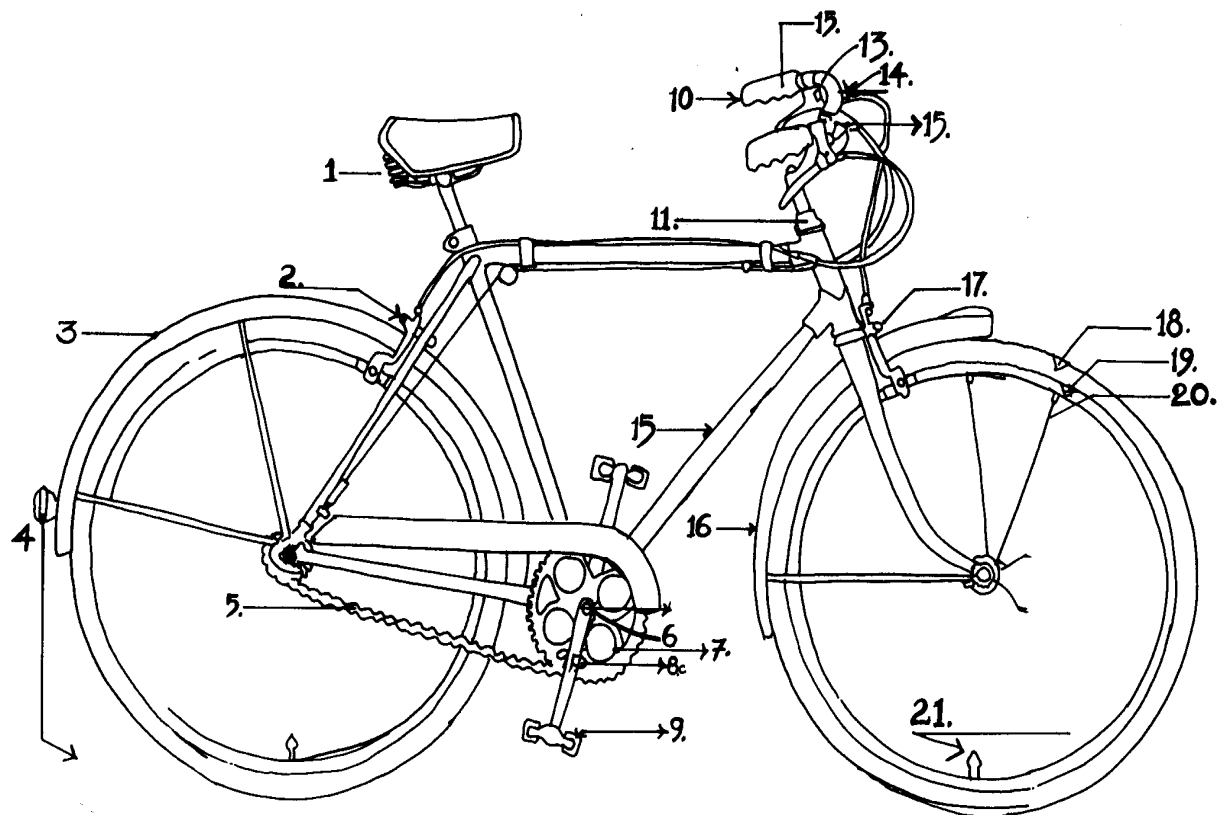
To label a diagram

To recognise words that sound the same but are spelled differently

To recognise words which are often confused

[LO 5.3.2, 6.4.2, 6.4.3]

This exercise is designed to check whether or not you have learned some new vocabulary, and whether or not you are able to use your new vocabulary to label the following picture. Each number points to a different part of the bicycle. Write the correct label next to the corresponding number.



- seat or saddle

Another mode of transport that needs a saddle:

- tyre valve

Dictionary meaning of VALVE

- pedal

Write down another word ending in -al.

- down tube

TUBE is also the name of the _____ in London.

- crank

Add a letter to this word to make a new word.

- handlebar grip

Complete the saying: Get a GRIP on

- rear mudguard

A word that rhymes with REAR is

- brake cable

What is another meaning of the word CABLE?

- rear brake

Opposite of the word REAR

- rim

Another place where a RIM is found

- rear reflector

Another word that ends in –or

- front brake

Another word that sounds the same as BRAKE, but is spelt differently

- handlebars

Another word that ends in –le

- spoke

Is this a noun or a verb when referring to a “bicycle spoke”?

- headset

Think of another word containing the word HEAD

- front mudguard

What is the meaning of MUDGUARD?

Assessment

LO 5
THINKING AND REASONING The learner will be able to use language to think and reason, and access, process and use information for learning.
We know this when the learner:
5.2 uses language for thinking;
5.2.1 answers and asks some more complex questions;
5.2.3 analyses the features of things in order to classify them;
5.2.8 evaluates, makes choices and judgements, and gives reasons for them;
5.3 collects and records information in different ways:
5.3.2 designs, draws and labels maps, plans, charts, graphs and diagrams.

LO 6

LANGUAGE STRUCTURE AND USEThe learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

We know this when the learner:

6.4 develops own vocabulary.

6.4.2 recognises words which sound the same but are spelled differently;

6.4.3 recognises words which are often confused;

6.4.4 understands between 4 000 and 5 500 common spoken words in context by the end of grade 6.

Memorandum

Learners must label a bicycle in this activity. It may be interesting to allow them to complete it on their own with no help from you.

The answers are as follows:

1. seat or saddle.
2. rear brake
3. rear mudguard
4. rear reflector
5. chain
6. crank axle
7. chain wheel
8. crank
9. pedal
10. handlebar grip
11. headset

12. handlebars
13. brake lever
14. brake cable
15. down tube
16. front mudguard
17. front brake
18. tyre
19. rim
20. spoke
21. tyre valve

To acquire a vocabulary

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 6

Module 11

TO ACQUIRE A VOCABULARY

Activity 1:

To understand between 4 000 and 5 500 common spoken words by the end of Grade 6

[LO 6.4.4]

After the holidays, we are ready to start again! Welcome to our module on ZOO IN THE CLASSROOM. We shall be looking at many different animals in this module – some real ones, some imaginary ones, some tame ones, some wild ones – it is going to be fun!

Let's start with a story about a dinosaur! As you read the following passage, you will begin to get an understanding of what the story is about and who the characters are. This information will assist you to choose the most suitable word from the list of words below.

Anne has got a very _____ pet. He is a dinosaur. She him in a raffle. Her pet is called Thesaurus. Every day Anne takes Thesaurus for a _____ .

Thesaurus becomes upset when he sees everybody run away as he comes into view. He does not know that _____ are afraid of dinosaurs.

Anne _____ Thesaurus curry for his tea. He eats 1,427 bowls of curry _____ week. Thesaurus likes rice too. He eats 150 kilos of rice a day.

Thesaurus sleeps in _____ back yard. When he snores, all the _____ fall off the roof. His snoring keeps the neighbours awake. They have told Anne to _____ Thesaurus. Anne bought _____ plugs for them instead!

The _____ have told Anne not to take Thesaurus out on the street. Thesaurus's huge feet make deep holes on the pavement. Thesaurus has a _____ habit of sitting on cars. This squashes them flat like _____. Sometimes he sits on them when the drivers are inside!

People come from all over the to see Thesaurus. He tries to shake hands with everyone he meets. They run away as _____ as they can.

Anne gives Thesaurus a scarf for his birthday. It is 124 metres long.

knitting	nasty	per	pancakes
Anne's	fast	ear	makes
humans	won	world	walk
authorities	tiles	unusual	get rid of

Well done, but we are going to take it a step further now. You have developed an important skill if you are able to fit all the words in their correct places – your vocabulary is developing well. Now let's have some fun with this vocabulary:

- knitting:

Think of another word with the –ing sound.

- nasty

What is the opposite of this word?

-
- per

Think of another word that starts with this sound.

- Anne's

What part of speech is this?

- fast

Use this word as an adverb.

- ear

Think of another word with this sound.

- makes

Think of a word that rhymes with this word.

- humans

What is the dictionary meaning of this word?

- won

What part of speech is this word?

- world

What is the dictionary meaning of this word?

- walk

Write down a word that rhymes with this word.

- **authorities**

What part of speech is this word?

- **tiles**

Think of a word that rhymes with this word.

- **Tiles**

Think of a word that rhymes with this word.

- **unusual**

What part of speech is this word?

- **get rid of**

What would the opposite of this phrase be?

Educator Assessment Chart:

Criteria	1	2	3	4
Filling in correct words	0 – 5 Unable to complete.	6 – 10 Requires prompting.	11 – 15 Shows insight in most instances.	15 – 20 Completed with full insight.

Assessment

LO 6
LANGUAGE STRUCTURE AND USE The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.
<i>We know this when the learner:</i>
6.2 uses language forms and structures to communicate orally and in writing:
6.2.4 uses comparatives;
<ul style="list-style-type: none">• 6.4 develops own vocabulary:
<ul style="list-style-type: none">• 6.4.2 recognises words which sound the same but are spelled differently;
<ul style="list-style-type: none">• 6.4.4 understands between 4 000 and 5 500 common spoken words in context by the end of grade 6.

Memorandum

This introductory activity is about a little girl with a pet dinosaur! Learners are required to complete the story by filling in the words that have been provided in the correct place. Allow learners to complete the exercise on their own. The rubric will allow you to assess who is able to make sense of the passage as they read.

Anne has got a very **UNUSUAL** pet. He is a dinosaur. She **WON** him in a raffle. Her pet is called Thesaurus. Every day Anne takes Thesaurus for a **WALK**.

Thesaurus becomes upset when he sees everybody run away as he comes into view. He does not know that **HUMANS** are afraid of dinosaurs.

Anne **MAKES** Thesaurus curry for his tea. He eats 1,427 bowls of curry **PER**

week. Thesaurus likes rice too. He eats 150 kilos of rice a day.

Thesaurus sleeps in **ANNE’S** back yard. When he snores, all the **TILES** fall off the roof. His snoring keeps the neighbours awake. They have told Anne to

GET RID OF Thesaurus. Anne bought **EAR** plugs for them instead!

The **AUTHORITIES** have told Anne not to take Thesaurus out on the street. Thesaurus's huge feet make deep holes on the pavement. Thesaurus has a **NASTY** habit of sitting on cars. This squashes them flat like **PANCAKES**. Sometimes he sits on them when the drivers are inside!

People come from all over the **WORLD** to see Thesaurus. He tries to shake hands with everyone he meets. They run away as **FAST** as they can.

Anne is **KNITTING** Thesaurus a scarf for his birthday. It is 124 metres long.

The second part of the activity makes use of the same words, but is a fun exercise. Learners make work in partners or groups to complete the table.

The answers are as follows:

knitting Think of another word with the -ing sound. LIVING, RUNNING	nasty What is the opposite of this word: KIND	per Think of another word that starts with this sound. PERSON, PERHAPS	pancakes What two words make up this word? PAN + CAKE
Anne’s What part of speech is this? PROPER NOUN	fast Use this word as an adverb: RUNNING FAST	ear Think of another word with this sound : TEAR, NEAR	makes Think of a word that rhymes with this word. CAKES, BAKES
humans What is the dictionary meaning of this word? BELONGING TO	won What part of speech is this word? VERB	world What is the dictionary meaning of this word? TIME OR STATE OR SCENE OF	walk Write down a word that rhymes with this word: TALK

THE GENUS <i>HOMO</i>		HUMAN EXISTANCE	
authorities What part of speech is this word? NOUN	tiles Think of a word that rhymes with this word. MILES	unusual What part of speech is this word? ADJECTIVE	get rid of What would the opposite of this phrase be? AQUIRE

To write a description

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 6

Module 12

TO WRITE A DESCRIPTION

Activity 1:

To write a description of something

[LO 4.1.2]

Now imagine that you have a pet dinosaur! How interesting!

Draw your pet dinosaur and give it a suitable name. Think carefully about its body shape, head, tail, colour and its eyes and mouth. Consider his facial expression and his feelings.

The name of my dinosaur: _____

Describe your dinosaur, using as many descriptive adjectives as you can. Use the checklist to make sure you have thought of everything:

Checklist:

my dinosaur: Have I described the dinosaur's . . .	Tick
colour?	

body?	
tail?	
head?	
eyes?	
legs/feet/wings?	
facial expression?	
feelings?	

Now cover **your** picture with a piece of paper. Ask your friend to read your description and to draw the dinosaur that you are describing, in the box below. Then draw his/her dinosaur according to his/her description on his/her page.

Friend's Name: _____

Now compare the two drawings. Do they look anything alike?

Complete the rubric below to see how well you fared.

Educator and Peer Assessment Chart:

Criteria	1	2	3	4
The original and final drawings	Are completely different	Have a little in common	Compare reasonably well	Compare very well

Details about size, shape, expression	Very little detail	Important details left out	Most details included	Described in great detail
Use of descriptive adjectives	Poor	Very little	Good	Excellent

Assessment

LO 4
WRITING The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.
<i>We know this when the learner:</i>
4.1 writes to communicate information;
4.1.2 writes a description of a person, object or simple process;
4.3 writes creatively:
4.3.1 shows development in the ability to write stories, play scripts and dialogues;
4.4 designs media texts:
4.4.1 designs a poster, a simple advertisement and a simple questionnaire.

Memorandum

This activity will require learners to use their imagination! They have to pretend that they also own a pet dinosaur. They must draw a picture of their dinosaur in the first block provided. Before allowing them to draw the picture, have a class discussion about what they should include in their drawing e.g. body shape, head, tail, colour, eyes and mouth. The dinosaur should also have a facial expression that communicates its feelings. In module One, we looked at how illustrators communicate information through their drawings. Remind the learners of this and discuss some examples: closed eyes = sleeping, big bulging eyes = fright, sparkling eyes = happy. Make sure that the learners understand that they will have to describe their dinosaur in the next part of the activity so they must draw things that they will be able to describe!

Once the dinosaur has been drawn and coloured-in, allow learners to give their dinosaur a name.

In the next part of the activity, learners must describe every detail of their dinosaur in the block provided. Ensure that they have a good understanding of descriptive adjectives before they start. Draw the learners' attention to the checklist that has been provided. They may tick off each item as they describe it.

Once the description is complete, divide the class into partners. Allow learners to cover the drawing of their dinosaur with another piece of paper. The learners will then swap books with their partner. They must write their name in the space provided and read the description of the dinosaur. Once they have read through the description a few times and have formed a picture of the dinosaur in their heads, they must draw the dinosaur in the block provided. Once they have both completed their drawings, they can give the book back to their partner. Learners must then compare the two drawings to see how accurate their partner has been in interpreting their description.

The learners and the educator can complete the Assessment Chart in this activity.

To imagine and describe possibilities

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 6

Module 13

To imagine and describe possibilities

Activity1:

To imagine and describe possibilities

[LO 2.4.4]

We are going to spend some time talking and listening to each other now. These are very important skills that we will use for the rest of our lives.

We are still pretending that you own a dinosaur – the one that you have drawn, named and described. In your oral today, you are now going to tell the class how you came to have a dinosaur as a pet in the first place. Use your imagination and make the story fun to listen to. Use the oral rubric at the end of this task to make remind yourself of the criteria of assessment.

Educator and peer assessment Chart:

Criteria	1	2	3	4
Enunciation	Poor	Still developing, not always clear	Good	Excellent

Eye-contact	None evident	Very little evident	Maintained through most of the talk	Maintained throughout the talk
Pace	Poor, falters often, making it difficult to follow	Not consistent, frequent faltering	Good flow, very little faltering	Excellent flow, no faltering
Creativity	Poor, predictable, no new ideas.	Still developing, very few original ideas	Good, some original ideas	Excellent, original and entertaining

Assessment

LO 2
SPEAKING The learner will be able to communicate effectively in spoken language in a wide range of situations.
We know this when the learner:
2.4 uses additional language creatively:
2.4.4 imagines and describes possibilities.

Memorandum

The focus shifts now to oral work, although the learners are still pretending that they own a pet dinosaur. In this activity the learners must make up a story about how they

came to own this dinosaur in the first place. Learners must talk for 1-1½ minutes each. The class must be encouraged to listen as their fellow learners speak. Encourage learners to make the talk interesting to listen to. Draw their attention to the rubric at the end of the activity so that they know what they will be assessed on.

A section has been provided for brainstorming and for the planning of the final copy of their talk.

To solve a word puzzle

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 6

Module 14

TO SOLVE A WORD PUZZLE

Activity 1:

To solve a word puzzle

[LO 3.7.5]

Let's have a look at some **real** wild animals now.

Circle one letter from each word to find thirteen animals, birds and reptiles. The words in the clues will help. (Number one has been done for you.)



For example: 1. R-A-T = rat

1. brown tail bite	Rat	1. ears grass babies burrow field fast	
1. speak gay tropical feathers multi-coloured pet		1. carry aggressive jump desert long-necked	
1. golden king roar jungle		1. poison long scales quick tongue	
1. black forest large fur		1. pink dirty greedy	
1. hunt striped growl fierce courageous		1. small nervous quiet cheese hole	
1. timid speedy gentle herd		1. angora horns hair mountains	
		1. loud cross stubborn back hooves grey	

Use each of the above words, with a collective noun, in a sentence.

(Make up a collective noun if you need to.)

Educator's assessment:

Criteria	1	2	3	4
Correctness of sentences	Requires assistance to create meaningful sentences	Sentences too simple	Correct, simple sentences	Correct, imaginative sentences
Punctuation and spelling	Poor – difficult to decipher	Still developing – many errors	Good – very few errors	Excellent - no errors
Neatness	Untidy	Presentation inconsistent, greater care needed	Good presentation	Excellent presentation, great care taken

Assessment

LO 3
READING AND VIEWING The learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.
3.3 reads for information:
3.3.2 scans graphs, timetables, etc. for specific information;
3.3.3 summarises a paragraph (e.g. identifies the main point and the topic sentence);
3.7 reads for pleasure:
3.7.5 solves word puzzles.

Memorandum

In this activity the focus is on REAL animals and not imaginary ones! Learners must look carefully at all the animals in the picture. Have a discussion about what animals they can see and what they are called. In the table that follows the picture, words that are associated with each animal are listed in a block. Learners must guess what animal is being referred to. One letter in each word must be circled to make up the animal's name.

1. brown tail bite	Rat	1. ears grass babies burrow field fast	Rabbit
1. speak gay tropical feathers multi-coloured pet	Parrot	1. carry aggressive jump desert long- necked	Camel
1. golden king roar jungle	Lion	1. poison long scales quick tongue	Snake
1. black forest large fur	Bear	1. pink dirty greedy	Pig
1. hunt striped growl fierce courageous	Tiger	1. small nervous quiet cheese hole	Mouse
1. timid speedy gentle herd	Deer	1. angora horns hair mountains	Goat

		1. loud cross stubborn back hooves grey	Donky
--	--	---	-------

Once they have completed this part of the activity, the learners are then asked to use the words in sentences. The important thing to notice, is that they also need to include a collective noun in the sentence. This means that they may have to make up collective nouns for many of the animals. This is meant to be a fun creative activity and learners can share their suggestions for creative nouns with each other once the activity is complete.

Draw their attention to the fact that they will be assessed on the correctness of their sentences, so they must write full sentences that make sense, even though they are inventing collective nouns. Punctuation, spelling and neatness will also be assessed.

To understand characters

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 6

Module 15

TO UNDERSTAND CHARACTERS

Activity 1:

To understand characters (their feelings and reasons for actions

To answer and ask some complex questions

[LO 3.1.2, 5.2.1]

Our focus is shifting back to reading and comprehension now. We are going to take a closer look at the characters in the following passage and their reactions in a situation. As you read the passage, take careful note of the words that describe what each person does as the events unfold. There are questions for you to answer at the end.

One day, in India, an elephant walked into a hospital.

The elephant wasn't ill, and he didn't have anyone to visit. He just wanted to know what a hospital was like.

He went straight into a ward full of old ladies. As he went he waved his trunk from side to side just to be friendly. One old lady had just eaten an orange. The elephant loved oranges. He walked up to the old lady's bedside table and took all the orange peels.

Unfortunately he knocked over a vase of flowers with his trunk.

The old ladies screamed as the elephant went on down the ward.

At that moment a doctor arrived.

The doctor grabbed two oranges and the orange-loving elephant followed the doctor outside.

The elephant had escaped from a circus.

1. Why did the elephant go to the hospital? (1)
 2. Which patients were in the first ward he visited? (1)
 3. How was the elephant careless? (1)
 4. How did the old ladies react? (1)
 5. Why did the old ladies react in this way? (2)
 6. Who brought the situation under control? (1)
 7. Why did the elephant follow the doctor? (1)
 8. The doctor was very clever / stupid / careless / upset. (1)
 9. How do you know that the elephant was a friendly one? (1)
 10. Give a suitable heading for the passage. (1)
-
1. Give a brief explanation as to how you think the elephant escaped from the circus. (2)

TOTAL: 12

Educator's Assessment:

Criteria	1	2	3	4
Reading	Reads haltingly without phrasing, pausing and understanding.	Reads haltingly, becoming aware of phrasing and pausing, correct	Reads with correct phrasing, inflection and pace in most instances.	Reads with correct phrasing, inflection and fluency, is totally in control of pace.

		pace developing.		
Answers to the text	0 – 3Unable to answer.	4 – 6Requires prompting.	7 – 9Shows insight in most answers.	10 – 12Answers with full insight.

Assessment

LO 3
READING AND VIEWING The learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.
3.3 reads for information:
3.3.2 scans graphs, timetables, etc. for specific information;
3.3.3 summarises a paragraph (e.g. identifies the main point and the topic sentence);
3.7 reads for pleasure:
3.7.5 solves word puzzles.

Memorandum

1. The elephant wanted to know what a hospital was like.
2. The first ward he visited was full of old ladies.
3. He knocked over a vase of flowers with his trunk.
4. The old ladies screamed.

5. The old ladies were afraid of the elephant.
6. The doctor brought the situation under control.
7. The elephant followed the doctor because he grabbed two oranges and the elephant loved oranges.
8. The doctor was very CLEVER.
9. The elephant waved his trunk from side to side just to be friendly.
10. (Learners must think of a creative title.)
11. (Learners must make up this part of the story.)

To note relevant information while listening

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 6

Module 16

TO NOTE RELEVANT INFORMATION WHILE LISTENING

Activity 1:

To note relevant information while listening

[LO 1.1.2]

Listening is an essential life skill. We have to be able to listen for details and remember them as somebody is speaking or reading. In this activity, we will practise this skill. Your teacher has an article about gorillas and their chest-beating routine. She will read the article aloud to you, and you will underline the correct answers (with a ruler!) to the questions as she reads.

Listen carefully!

1. Gorillas live in rain forests/ parts of Africa / rain forests in parts of Africa.
2. The leader of a group of gorillas is always a/an female / young male / older male gorilla.
3. The leader first tries to frighten the stranger by beating his chest / giving a mighty roar / hooting.
4. Most animals flee when they hear the first roar / they see the leader / the leader charges.
5. The chest-beating routine starts with climbing / hooting / beating.

6. If the gorilla is interrupted, he runs / starts again / screams and charges.
7. During his routine, the gorilla may also jump up high / whistle / bite tree branches.
8. At the climax of his routine, the gorilla beats his chest / charges / bites the stranger.
9. Other members of the group may help the gorilla by jumping / beating their chests / fleeing.
10. The last thing the leader does to frighten the stranger is stare / charge / scream.
11. The male gorillas always end up by fighting / usually fight / hardly ever fight.
12. The gorillas stare at each other until nightfall / one gives up / one gets sleepy.

Criteria	1	2	3	4
Accuracy of answers	Poor	Very few answers correct	Good	Excellent
Concentration	Poor	Focuses at times	Good	Excellent

Assessment

Learning Outcomes(LOs)

LO 1
LISTENING The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.
Assessment Standards(ASs)
We know this when the learner:
1.1 understands stories (told or read to learners):
1.1.2 notes relevant information.

Memorandum

This activity is a listening activity! The educator will read a passage about gorillas. The learners will be asked to underline the answers to questions about the passage as the educator reads. It is important to read slowly and clearly. Read through the passage twice. The first time, the learners must just sit and listen to the passage. The second time, the learners must take their rulers and underline the correct answers.

Educators will then assess the activity making use of the chart provided.

The passage:

When we think of the gorilla, we often think of chest-beating. The gorilla is the only animal that does it. So what is the chest-beating all about?

Gorillas live in rain forests in parts of Africa. They live in family groups. One of the older males is the leader of the group.

The gorillas wander through the forest, feeding as they go. If a strange animal appears, the leader gives a mighty roar. The animal may be another

male gorilla who is not welcome. The sound of this roar almost shatters the ears. One roar like this is enough for most animals. They turn tail and flee. But if the roar is not enough to frighten the stranger, then the gorilla begins his chest-beating routine.

He begins by hooting. At first this is not very loud. But slowly the hoots get louder and more frequent. Soon it becomes a flood of sound. It ends up in an ear-splitting scream.

The leader becomes annoyed if any of the other gorillas interrupts him. When this happens, he stops and begins again.

As well as making this noise, he also bites at tree branches, and he tears up whole bushes and hurls them into the air. Even lumps of soil are sent flying.

At last he comes to the climax. He stands up to his full height, and begins to beat his chest. His cupped hands give a hollow, booming sound. This carries a long way through the jungle. Besides his chest, he may also use other parts of his body. If a tree is nearby, he may beat that.

Other members of the group may help him by beating their chests, but sometimes they hide behind bushes and leave him to it.

If the strange animal is a male gorilla, the leader may then take a few steps towards him. He jerks his head, growls and gnashes his teeth. If the stranger stands his ground, the leader moves forward again. This time he waves his arms wildly. Then, if all this has failed, he charges, screaming as he goes.

Most animals will have fled by this time, but another male gorilla may stand his ground. Then the leader goes up to him and stares in his face. The two huge animals hardly ever actually fight. They just stare, until one of them gives up. He turns his back and walks away. For a while the winner stares after the loser. Then he walks back to the group.

The answers:

1. Gorillas live in rain forests/ parts of Africa / rain forests in parts of Africa.

2. The leader of a group of gorillas is always a/an female / young male / older male gorilla.
3. The leader first tries to frighten the stranger by beating his chest / giving a mighty roar / hooting.
4. Most animals flee when they hear the first roar / they see the leader / the leader charges.
5. The chest-beating routine starts with climbing / hooting / beating.
6. If the gorilla is interrupted, he runs / starts again / screams and charges.
7. During his routine, the gorilla may also jump up high / whistle / bite tree branches.
8. At the climax of his routine, the gorilla beats his chest / charges / bites the stranger.
9. Other members of the group may help the gorilla by jumping / beating their chests / fleeing.
10. The last thing the leader does to frighten the stranger is stare / charge / scream.
11. The male gorillas always end up by fighting / usually fight / hardly ever fight.
12. The gorillas stare at each other until nightfall / one gives up / one gets sleepy.

To use comparatives to communicate

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 6

Module 17

TO USE COMPARATIVES TO COMMUNICATE

Activity 1:

To use comparatives to communicate

[LO 6.2.4]

As you were listening to the description of the gorilla's chest beating routine, you were probably trying to picture the scene in your head. It is important that we learn to use words in such a way that we are able to put across a description so accurately, that somebody else can picture it. One of the ways that this can be done is by making use of comparisons to create vivid word pictures. When you make comparisons using the words 'like' or 'as', it is called a SIMILE.

A simile is a comparison between two things that have one aspect in common.

e.g. After the accident, his face was as white as snow.

Now that you know what a simile is, let's see if you can complete the exercise below by matching Column A with the correct answer in Column B. Write down your answers.

A	B
1. as angry as	a bee

1. as busy as	a wasp
1. as blind as	a bear
1. as clumsy as	a fox
1. as sly as	a bat
1. as lazy as	a monkey
1. as mischievous as	a dog
1. as playful as	an ox
1. as sick as	a kitten
1. as strong as	a toad

Well done! Now we are going to see whether you are able to **identifysimiles** in a piece of writing. The following article is about harvest mice. Read it carefully and look for the words ‘**like**’ or ‘**as**’ as clues to help you identify all the similes.

When full-grown, the body of the harvest mouse is only as long as a crayon. Three adult harvest mice would not weigh as much as one slice of cheese! Like a newborn baby, a harvest mouse needs to eat constantly. You can find them crunching and munching at any time of the day or night.

A field is a perfect place for harvest mice to build their nests. First, grass is woven to look like a cup. Then the cup is lined with more grass that the mice shred until it is as soft as

cotton. The tiny nests of harvest mice hang from grass stalks. The nests are small because a newborn harvest mouse weighs less than a thumbtack.

Watching harvest mice is as much fun as watching a circus. The mice look like midget acrobats performing tricks. They swing and twirl from grass stem to grass stem as swiftly as a trapeze artist changes trapezes. Their long narrow tails swing from side to side.

Harvest mice look like they might fall, but they hold onto the grass by wrapping their tails around the blades. Then they use their hind feet to grab the stems and ride the grass like children on a swing. Their front feet are stretched out and their whiskers are like a spider web in a breeze.

Although harvest mice may look like they're putting on a show, they are actually working. Their scurrying to and fro as if playing hide and seek is really their process of searching for food.

Criteria	1	2	3	4
Using similes correctly	Understanding still developing. Requires assistance to identify similes.	Fair understanding but requires assistance when identifying similes.	Good understanding and very few errors in identifying similes	Good understanding and is able to identify a simile correctly every time with no assistance.

Assessment

LO 6
LANGUAGE STRUCTURE AND USE The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

We know this when the learner:
6.2 uses language forms and structures to communicate orally and in writing:
6.2.4 uses comparatives;
6.4 develops own vocabulary:
6.4.2 recognises words which sound the same but are spelled differently;
6.4.4 understands between 4 000 and 5 500 common spoken words in context by the end of grade 6.

Memorandum

In this activity, we are once again looking at ways to describe things. The learners are introduced or reminded about SIMILES. (Comparisons using the words LIKE or AS)
Similes allow us to create vivid word pictures. Read through the definition with the class and discuss the given example.

The learners are then faced with a list of similes that must be completed by choosing the correct ending. This can be done as an individual exercise or as a group activity.

The answers are as follows:

1. as angry as A WASP
1. as busy as A BEE
1. as blind as A BAT
1. as clumsy as AN OX

1. as sly as A FOX
1. as lazy as A BEAR
1. as mischievous as A MONKEY
1. as playful as KITTEN
1. as sick as A DOG
1. as strong as

After completing this exercise, the learners are required to identify similes in a passage. This exercise should be done on their own. Read through it as a class before allowing them to start. Make use of the Educator Assessment Chart once you have marked the activity.

When full-grown, the body of the harvest mouse is only **as long as a crayon**. Three adult harvest mice would not weigh **as much as one slice of cheese!** **Like a newborn baby**, a harvest mouse needs to eat constantly. You can find them crunching and munching at any time of the day or night.

A field is a perfect place for harvest mice to build their nests. First, grass is woven to look **like a cup**. Then the cup is lined with more grass that the mice shred until it is **as soft as cotton**. The tiny nests of harvest mice hang from grass stalks. The nests are small because a newborn harvest mouse weighs less than a thumbtack.

Watching harvest mice is **as much fun as watching a circus**. The mice look **like midget acrobats** performing tricks. They swing and twirl from grass stem to grass stem **as swiftly as a trapeze artist** changes trapezes. Their long narrow tails swing from side to side.

Harvest mice look like they might fall, but they hold onto the grass by wrapping their tails around the blades. Then they use their hind feet to grab the stems and ride the grass **like children on a swing**. Their front feet are stretched out and their whiskers are **like a spider web** in a breeze.

Although harvest mice may look like they're putting on a show, they are actually working. Their scurrying to and fro as if playing hide and seek is really their process of searching for food.

To develop vocabulary

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 6

Module 18

TO DEVELOP VOCABULARY

Activity 1:

To develop vocabulary

[LO 6.4.2]

Most of the animals that we are discussing in this module make a noise of some sort! When the words used to describe these noises, sound similar to the noises they describe, it is called **onomatopoeia**. We are going to learn about these words now.

Match the animals with the sound they make. Write the correct answers, in full sentences, on the lines below.

A	B
1. sheep	a. bray
1. snakes	a. trumpet
1. turkeys	a. bleat

1. donkeys	a. purr
1. elephants	a. howl
1. cats	a. hiss
1. pigs	a. croak
1. wolves	a. chatter
1. frogs	a. grunt
1. monkeys	a. gobble

1. A sheep	6.
2.	7.
3.	8.
4.	9.
5.	10.

That was good work! Let us build on your vocabulary a little more.

When we speak about animals, we use different words to refer to the male, female and babies in the animal family. Complete the below, using the words provided:

Animal	Male	Female	Baby
Pig	boar		piglet
Cow		cow	calf
Sheep	ram		lamb
Dog	dog	bitch	
Hen		hen	chicken
Horse	stallion	mare	
Elephant	bull		calf
Lion	lion	lioness	
Swan	cob	pen	
Goose	goose		gosling

Choose the words from this table. Cross them out as you fill them into the table above.

Sow	cub	puppy	
rooster	ewe	gander	bull
Foal	cow	cygnet	

Criteria	1	2	3	4
Matching of correct vocabulary	Poor, assistance required	In some contexts only	Good	Excellent
Thoroughness	Poor effort, lack of interest	Lack of consistent effort, interest waning	Thorough, tackled with interest	Extremely thorough, enthusiastically tackled
Neatness	Untidy	Presentation inconsistent, greater care needed	Good presentation	Excellent presentation, great care taken

Assessment

LANGUAGE STRUCTURE AND USE The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.
We know this when the learner:
6.2 uses language forms and structures to communicate orally and in writing:
6.2.4 uses comparatives;
6.4 develops own vocabulary:
6.4.2 recognises words which sound the same but are spelled differently;
6.4.4 understands between 4 000 and 5 500 common spoken words in context by the end of grade 6.

Memorandum

This activity focuses on the sounds that animals make. Ensure that learners understand the word **ONOMATOPOEIA**.

(Words that sound similar to the sound they describe.) The learners are given two lists – they must match the correct sound to the animal that makes that sound. Go through the list with the learners before they begin. Talk about the sound of the words and what each one means. (This could get a little noisy as the learners experiment with the sounds!)

1. A sheep BLEATS .	6. Cats PURR .
2. Snakes HISS .	7. Pigs GRUNT .
3. Turkeys GOBBLE .	8. Wolves HOWL .
4. Donkeys BRAY .	9. Frogs CROAK .
5. Elephants TRUMPET .	10. Monkeys CHATTER .

The next part of the activity is still focused on developing vocabulary, but this time we are looking at the words used to refer to males, females and babies in the animal families. The learners are provided with the words they need and must match the correct word with the correct family. Once again, this could be done individually or in partners. Learners must understand that when they work together, they have to agree on an answer that they will both use. If this answer is wrong, they will both be affected in the assessment. It is one of the difficult lessons to learn when working with another person or in a group.

Animal	Male	Female	Baby
Pig	boar	SOW	piglet
Cow	BULL	cow	calf
Sheep	ram	EWE	lamb

Dog	dog	bitch	PUPPY
Hen	ROOSTER	hen	chicken
Horse	stallion	mare	FOAL
Elephant	bull	COW	calf
Lion	lion	lioness	CUB
Swan	cob	pen	CYGNET
Goose	goose	GANDER	gosling

Make use of the Assessment Chart at the end of the activity once you have marked the answers. Be sure to point out to the learners that they will be assessed on neatness and thoroughness.

To use comparatives to communicate

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 6

Module 19

TO USE COMPARATIVES TO COMMUNICATE

Activity 1:

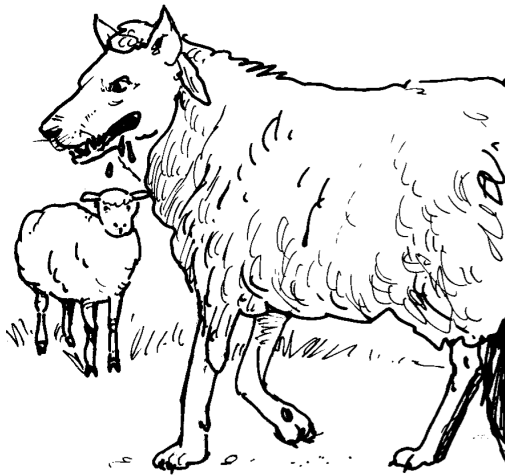
To use comparatives to communicate

[LO 6.2.4]

An idiom is an expression that we use in English. Each picture below depicts an idiom that we use that has something to do with an animal. Study the meanings below and write down the correct idiom.







Meanings

1. To feel out of place in a situation. (fish)
2. To falsely show sadness. (tears)
3. To count your profits before they have materialised. (chickens)
4. To pretend to be upright and honest when you are not. (sheep)
5. To tackle a problem head on. (bull)
6. When someone is not affected at all by what you say. (duck's back)

Can you think of any idioms that you have heard, that we have not used?

Write your examples on the lines below. Ask your parents for help or look up some examples in books.

Well done. We are going to make it a little more challenging for you! On the lines below, write down five idioms that you have thought up that deal with animals.

Criteria	1	2	3	4
Accuracy	Poor, too many errors	Starting to understand	Good, very few errors	Excellent, correctly matched
Neatness	Untidy	Presentation inconsistent, greater care needed	Good presentation	Excellent presentation, great care taken
Originality of examples	Missed the point	Clichéd	Fairly original	Extremely original

Assessment

LANGUAGE STRUCTURE AND USE The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

We know this when the learner:

6.2 uses language forms and structures to communicate orally and in writing:

6.2.4 uses comparatives;
6.4 develops own vocabulary:
6.4.2 recognises words which sound the same but are spelled differently;
6.4.4 understands between 4 000 and 5 500 common spoken words in context by the end of grade 6.

Memorandum

This activity focuses on idioms. Learners must study the pictures in their workbooks very carefully and then write the correct idiom, using the clue given, under each picture. Before allowing the learners to complete this exercise, go through the clues with them. They may not have heard of the idiom that is being referred to in the clues. If you find that idioms are a very new concept to your learners, write the idioms on the board and allow them to match the correct idiom to the picture by choosing one of the options from the board.

In the next part of the activity, learners must try to think of idioms that make use of colour. They may work in groups, ask parents, look in books etc to find these examples. Should books not be available, or should they be finding it difficult to find examples, make use of the following list of idioms to help them.

1. All that glistens is not gold.
2. Absence makes the heart grow fonder.
3. Beggars can't be choosers.
4. New brooms sweep clean.
5. Once bitten, twice shy.
6. Charity begins at home.
7. Every cloud has a silver lining.
8. Too many cooks spoil the broth.
9. A friend in need is a friend indeed.
10. More haste, less speed.

In the last part of the activity, learners are asked to be creative and to think of their own idioms that make use of animals as a theme. This is a challenging exercise and learners may want to work in partners or in groups. As an introduction to this

part of the activity, go through some examples of animal idioms that already exist and discuss the meanings. The following are some examples that you may use:

1. The early bird catches the worm.
2. While the cat's away the mouse will play.
3. A bird in the hand is worth two in the bush.
4. Let sleeping dogs lie.
5. The last straw that breaks the camel's back.
6. Give a dog a bad name and hang him.
7. Every dog has its day.
8. Care killed the cat.

Remind learners that they will be assessed on neatness and on the originality of their examples.

To analyse the features of things to classify them

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 6

Module 20

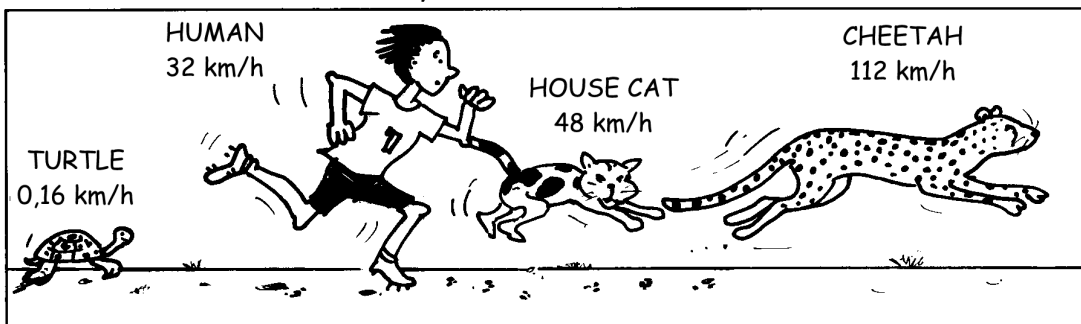
TO ANALYSE THE FEATURES OF THINGS TO CLASSIFY THEM

Activity 1:

To analyse the features of things to classify them

[LO 5.2.3]

In this article, only the facts that are directly related to the topic of speed are important. The article discusses the speeds of various animals. Underline the sentences, **which do not relate to the topic**.



SPEEDS OF VARIOUS ANIMALS

The animal world is filled with runners, walkers, and crawlers of all kinds. Some, like the lion and the coyote, are speed demons. Others, like porcupines and turtles, are content with a much more leisurely pace. A porcupine protects itself from enemies by arching its quilled back.

The swiftest four-legged animal is the cheetah. The cheetah is found in Asia and Africa. This graceful and powerful cat can reach a speed of 112 km per hour. Second to the cheetah is the antelope, which clocks in at 96 km per hour. Antelopes are timid creatures that usually run away rather than face a fight.

Humans rank rather low on the list of speedy runners. At their fastest, humans run 16 km per hour slower than the house cat and 8 km per hour

slower than the elephant. With the exception of humans, the elephant has no natural enemies.

The snail has always been a well-known slowpoke. It has earned its reputation as the world's most famous creeper, moving along at only 60 cm per hour. A person 160 cm tall can cover the same distance with one step. A snail leaves a silver slimy trail as it moves.

Educator’s Assessment Chart:

Criteria	1	2	3	4
Correct identification of unrelated facts	Poor	In some contexts only	Good	Excellent
Neatness	Untidy	Presentation inconsistent, greater care needed	Good presentation	Excellent presentation, great care taken

Assessment

LO 5
THINKING AND REASONING The learner will be able to use language to think and reason, and access, process and use information for learning.
We know this when the learner:
5.2 uses language for thinking:
5.2.1 answers and asks some more complex questions;
5.2.2 sequences things according to criteria;
5.2.3 analyses the features of things in order to classify them;
5.3 collects and records information in different ways:
5.4 transfers information from one mode to another:
5.4.3 uses information from a graph, chart or diagram to write text.

Memorandum

This activity relies on the fact that learners have grasped the concept of what a FACT is. They have to identify the sentences in a passage that have nothing to do with the topic. The topic of the passage is SPEED of various animals. Read through the passage with the class before they begin. Then allow them to underline the sentences they think are not related to the topic. This exercise should be done individually. Ensure that you remind them to use a ruler as they work – they are being assessed on neatness in this activity.

The sentences are:

- A porcupine protects itself from enemies by arching its quilled back.
- The cheetah is found in Asia and Africa.
- Antelopes are timid creatures that usually run away rather than face a fight.
- With the exception of humans, the elephant has no natural enemies.
- A snail leaves a silver slimy trail as it moves.

Make use of the Educator's Assessment Chart to complete your assessment.

To understand rhyme in poetry

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 6

Module 21

TO UNDERSTAND RHYME IN POETRY

Activity 1:

To understand rhyme in poetry

[LO 3.2.1]

In this exercise, we are not only going to test your knowledge of **rhyming words**, but we are also going to see how **quickly** you can identify the rhyming words. This is a wonderful poem about a whale but you need to complete it by filling the words below into the correct spaces. Your educator will tell you when to begin and when to stop.

Good luck!

whale, tale, female, stale, dame, blame, sage, rage, grade, parade, fade, Jade,
lake, take, gape, shape, stare, rare, cave, wave, gaze, daze, male, gale

I'd like to tell you now the ,

Of Willowby, the lovesick ,

Who felt his life was getting ,

For want of his own young ,

There wasn't anyone to ,

That he could never find a ,
He didn't fly into a ,
Instead, he sought the ocean ,
Who organised a whale ,
To see if Willowby made the ,
With a lovely lady whale called ,
Whose beauty wouldn't ever ,
The route the whale parade would ,
Would pass up through a deep sea ,
The sage was sure Jade's lovely ,
Would make young Willowby's whale mouth ,
And sure enough, her beauty ,
Made Willowby both stop and ,
He flipped for joy and made a ,
And took Jade with him to his ,
And swam about in happy ,
His dear Jade never left his ,
In calmest days or in a ,
Of whales, he was the happiest

Criteria	1	2	3	4
Accuracy of rhyming words	Poor	Starting to understand rhyming words	Good	Excellent
Identification of words in allotted time	Unable to identify words in allotted time	Found very few words in allotted time	Found words reasonably quickly	Found words very quickly

Assessment

LO 3
READING AND VIEWING The learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.
3.3 reads for information:
3.3.2 scans graphs, timetables, etc. for specific information;
3.3.3 summarises a paragraph (e.g. identifies the main point and the topic sentence);
3.7 reads for pleasure:

3.7.5 solves word puzzles.

Memorandum

Rhyming words are the focus of the following activity. Learners are required to complete a poem by filling the words that are missing. As an added challenge, the exercise must be timed to assess how quickly the learners can identify the words. Learners with a good understanding of rhyming words will be able to complete the entire poem in the allotted time. Learners who are battling with the concept of rhyming words will not be able to find the correct words and will therefore not complete the poem in the allotted time. The Assessment Chart at the end of the activity will also help you with the assessment.

Before allowing learners to start the activity, discuss rhyming words with them. Ask them to give you some examples of words that rhyme. Once you are happy that you have revised this concept, let them start the activity with a time limit. (no more than 5 minutes.) After the allotted time, take their workbooks in for marking. Once the books have been marked, it is important that they complete the activity. Allow more time for this. Learners may now work in partners and compare answers so that those who need a bit more time to consolidate the concept **may learn from their peers.**

The poem should be completed as follows:

I'd like to tell you now the **TALE**,
Of Willowby, the lovesick **WHALE**,
Who felt his life was getting **STALE**,
For want of his own young **WHALE**,
There wasn't anyone to **BLAME**,
That he could never find a **DAME**,
He didn't fly into a **RAGE** ,

Instead, he sought the ocean **SAGE**,
Who organised a whale **PARADE**,
To see if Willowby made the **GRADE**,
With a lovely lady whale called **JADE**,
Whose beauty wouldn't ever **FADE**,
The route the whale parade would **TAKE**,
Would pass up through a deep sea **LAKE**,
The sage was sure Jade's lovely **SHAPE**,
Would make young Willowby's whale mouth **GAPE**,
And sure enough, her beauty **RARE**,
Made Willowby both stop and **STARE**,
He flipped for joy and made a **WAVE**,
And took Jade with him to his **CAVE**,
And swam about in happy **DAZE**,
His dear Jade never left his **GAZE**,
In calmest days or in a **GALE**,
Of whales, he was the happiest **MALE**.

To write creatively

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 6

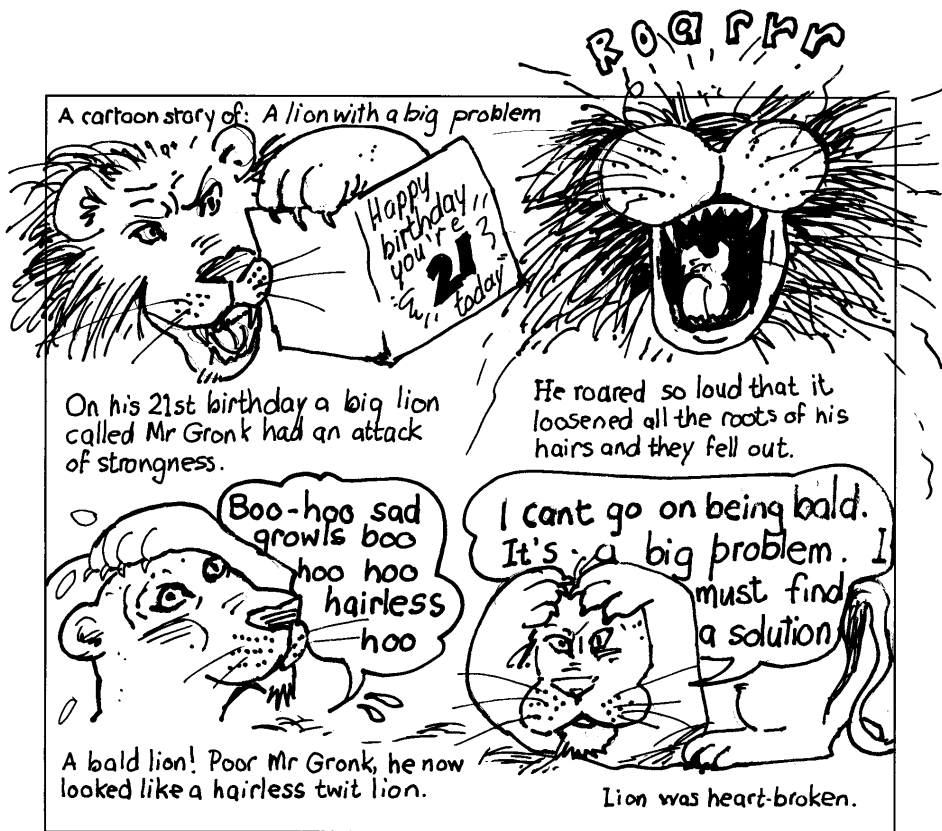
Module 22

TO WRITE CREATIVELY

Activity 1:

To write creatively

[LO 4.3.1]



Have a careful look at the cartoon above. We have to help this poor bald lion enjoy his 21st birthday!

Do you have a solution to the lion's problem? In the space provided below, write a humorous solution to this story.

Complete the following checklist:

I have checked:	Tick
<ul style="list-style-type: none">• spelling.	
<ul style="list-style-type: none">• punctuation.	
<ul style="list-style-type: none">• my work to make sure it is logical, original and interesting.	

Educator Assessment Chart:

Criteria	1	2	3	4
Spelling and punctuation	Poor – difficult to decipher	Still developing – many errors	Good – very few errors	Excellent - no errors
Creativity	Poor, predictable,	Still developing, very few	Good, some original ideas	Excellent, original and entertaining

	no new ideas.	original ideas		
Neatness	Untidy	Presentation inconsistent, greater care needed	Good presentation	Excellent presentation, great care taken

Assessment

LO 4
WRITING The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.
We know this when the learner:
4.1 writes to communicate information;
4.1.2 writes a description of a person, object or simple process;
4.3 writes creatively:
4.3.1 shows development in the ability to write stories, play scripts and dialogues;
4.4 designs media texts:
4.4.1 designs a poster, a simple advertisement and a simple questionnaire.

Memorandum

The focus shifts now to creative writing. Learners must complete a story by giving it a humorous ending. Before they begin, read through the cartoon with the class to ensure that they understand what has happened to the poor lion. Once this is done, allow them a few minutes of silence to think about their ending and to plan it in their head. Be careful of making too many suggestions as this could stifle the creativity that you are

looking for. Remind learners that you are looking for original ideas and that they will be assessed on neatness as well as the correctness of their spelling and punctuation.

Make use of the Educator's Assessment Chart to guide your assessment.

To identify the main point

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 6

Module 23

TO IDENTIFY THE MAIN POINT

Activity 1:

To identify the main point

[LO 3.3.3]

When we read an article/paragraph or even a story, it is essential that we are able to pick out the main point or points that the author is trying to get across. We are going to practise this skill now by reading the following paragraphs and then underlining the correct main idea from the given choices.

Did you ever go fishing with fish worms for bait? These worms are also called earthworms. They live in moist, warm dirt almost everywhere. They cut tunnels that crisscross through the top layers of the soil. These wriggling, sightless creatures live on dead plant material they find in the earth. The channels they dig and travel through allow air to enter the soil. This air is very helpful to the growth of plants. The earthworm's use of the decaying plant material also helps living plants to grow because it fertilizes the soil. In addition to all these good things, the earthworm is also a valuable source of food for birds.

- Earthworms are very valuable creatures in several different ways.
- The earthworm's diet is mainly dead plant material.
- Earthworms can be found in the top layers of the soil.
- Earthworms cannot see well.

Mother leopards usually have two babies at a time. The babies are called cubs. The cubs are hidden in bushes for the first few weeks of their lives. The mother puts them there so that hunting animals wouldn't find them. Cubs are much safer when they are old enough to climb trees. The cubs can leave their mother when they are one year old. By that age they have learned how to catch their own food. The cubs often visit their mother while they are growing up. A cub and its mother greet each other by rubbing cheeks. The visiting continues until the cubs are two years old. Then they leave home for good.

This paragraph is about:

- A. how leopards greet each other
- B. how leopards grow up
- C. why leopard cubs hide in bushes
- D. how many cubs leopards have

Now that you have identified the main idea of the paragraph, think of an original title for each piece.

Criteria	1	2	3	4
Identification of main point	Unable to identify	Starting to understand	Good	Excellent
Titles	Poor, predictable	Still developing, very few original ideas	Good, some original ideas	Excellent, original

Assessment

LO 3

READING AND VIEWING The learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.

3.3 reads for information:

3.3.2 scans graphs, timetables, etc. for specific information;

3.3.3 summarises a paragraph (e.g. identifies the main point and the topic sentence);

3.7 reads for pleasure:

3.7.5 solves word puzzles.

Memorandum

This activity allows learners to practise the skill of identifying the main point in a passage. There are two passages provided. Read through the passage with the class before beginning the exercise. The learners must then underline the main point from the given options. The learners must also think of an appropriate title for each passage.

Answer for passage 1:

- Earthworms are very valuable creatures in several different ways.
- The earthworm's diet is mainly dead plant material.
- Earthworms can be found in the top layers of the soil.
- Earthworms cannot see well.

Answer for passage 2:

- A. How leopards greet each other.
- B. How leopards grow up.
- C. Why leopard cubs hide in bushes.
- D. How many cubs leopards have

The Educators Assessment Chart will help with your assessment of this activity.

To understand title, setting, plot

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 6

Module 24

To understand title, setting and plot

Activity 1:

To understand title, setting and plot [LO 3.1.1]

To understand characters [LO 3.2.1]

To answer and ask some complex questions [LO 5.2.1]

Today we are going to focus on reading – reading out loud to each other and we are going to make it more interesting, by reading a prose dialogue.

Your teacher will help you divide into groups of four. There are four characters in the story and each of you will be a different character. Read the story out loud in your group. Remember to use the correct interpretation techniques to make listening more enjoyable.

Before you start, decide who will be:

Dave: _____ Mr Catt: _____

Mrs Longton: _____ Narrator: _____

Pet's Paradise

It was Monday morning and Dave's first day in his first job. He arrived at 8.30 sharp, spick and span. The owner, Mr Catt, was sitting in his office drinking tea and scribbling in a grubby notebook. He looked up and smiled. 'Good morning Dave! How are you today?'

'Fine thanks, Mr Catt.'

`Ready for a hard day's work?'

`Ready when you are, Mr C.'

`Then give me a word that rhymes with "rest".'

Dave, somewhat puzzled said, `Best.'

Mr Catt turned back to his notebook. Dave stood patiently by the desk.

Mr Catt stood up, notebook in hand. `How does this sound?' He spoke like a vicar, as if his teeth were stuck together with chewing gum. `Tiddles the cat lies here at rest. At catching mice she was the best.' He dropped the notebook on the desk with a flourish and looked at Dave. `Well? What do you think?'

Dave didn't know what to think. When he applied for the job at Pet's Paradise his friends said he was daft. He was beginning to think they were right. `It's ... er ... all right.'

`All right? All right? It's more than all right! It's a masterpiece. I can see it now, carved in Roman letters on a black marble slab.' He took Dave by the arm and led him out of the office. `Come on, Dave, we've got work to do. We've got to lay poor old Tiddles to rest at 10:30 sharp, and we haven't dug her grave yet.'

That morning Dave helped Mr Catt bury (or `lay to rest') three cats, a dog, two goldfish, a goose and a scorpion. All the graves, even the scorpion's, were dug with great care. All were to be marked with a headstone or slab, set into the neatly mown turf.

As they worked Mr Catt told Dave a string of jokes. They were all very old, very bad jokes and they were all about animals. `Dave,' said Mr Catt as they put the finishing touches to Tiddles' grave, `What's the highest form of animal life?'

`I don't know Mr C. What is the highest form of animal life?'

`Why, a giraffe of course.'

Dave groaned. Mr Catt laughed. `You need a sense of humour, Dave, to work in a cemetery.'

Half way through digging the grave for the goose Mr Catt said, `What sort of TV programmes do ducks like to watch?'

Dave shrugged his shoulders. `Don't know.'

`Duckumentaries of course!' And so it went on, one awful joke after another until 10:30 when the burial services began.

Before the owners of the dead pets arrived Mr Catt changed into a smart dark suit. Dave was dressed in a dark blue overall. On the back was a silver halo. Inside the halo, in gold letters, it said `Pet's Paradise. Heaven on Earth for all Pets'.

Mr Catt said a simple prayer over each grave. He, Dave and the owners sang two verses of `The Lord's My Shepherd'. Then the pet was laid to rest. Finally the bill was settled over a glass of sherry in Mr C's office. It was then that Mr Catt would suggest a suitable epitaph for the headstone, like the one he had written about Tiddles.

After lunch Dave was mowing the lawn in front of the office when Mr Catt called him inside. `How are you liking the job then, Dave?'

`Well ... it's ... er ... different.'

`Do you think you'll be able to survive my awful jokes?'

Dave grinned, `Can I tell you one, Mr C?'

`Why not, Dave! But I bet I've heard it before.'

`When one mouse nearly drowned, how did the other mouse save it?'

`Mouse-to-mouse resuscitation, of course! I think that joke's older than me, Dave.' He looked at his watch. `I've got to go out this afternoon, Dave. Do you think you can manage on your own? There's only one burial. You can do it any time you like. The owner won't be coming.'

Dave wasn't at all happy about being left. `I can dig a grave all right, Mr C. It's the hymns and stuff I'm not sure about.'

Don't worry your head about that, lad. Just say a few suitable words before you lay the poor creature to rest. The coffin's out back, in the shed. I'll be back about five o'clock to lock up.'

Mr Catt left and Dave finished mowing the lawn. When he went into the shed behind the office he found a very, very long thin coffin. Next to it, a neatly written note.

`Dave, this is Mrs Longton's pet boa constrictor, Russell. Bury him by the large oak. Mrs Longton wants him buried in a particular way. She wants him to be pointing to Brazil, where he was born. So make sure the coffin points southwest. There's a compass in the top left-hand drawer in the office. Good luck.

Mr C

PS. What's got four legs and flies?

A dead horse.'

It didn't take Dave long to dig the grave. He peeled off a long thin strip of turf, like a huge caterpillar, and laid it neatly to one side. He dug the grave a metre deep, to be on the safe side. He was about to slide the coffin into the hole when he realized that he didn't know which was the head-end. If he buried Russell the wrong way round he would be pointing North East, towards Lapland. There was only one way to solve the problem. Dave went off to find a screwdriver.

The lid of the coffin was held down by a dozen brass screws. Dave unscrewed them and slid back the lid. Russell was obviously very pleased to see Dave. The huge snake slid rapidly out of the coffin and tried to wrap himself around Dave's left leg.

When Mr Catt returned half an hour later he found Dave sitting in the top of the oak tree and Russell, very much alive, half way up the trunk. 'Don't worry Dave. I'll ring Mrs Longton. She'll know what to do. Stay put.'

* * *

Mrs Longton arrived with a very large white rabbit. She strolled across the lawn towards the oak tree, calling out softly, 'Tea time, Russell, tea time.' In a flash the snake was down the tree and at Mrs Longton's feet. He swallowed the rabbit whole, curled up on the grass ... and went to sleep. 'You can come down now, young man. You're quite safe,' called Mrs Longton.

When Mrs Longton and her beloved Russell had gone Mr Catt made Dave a cup of tea. 'Well, Dave, do you think you'll stick at this job?'

'Well, Mr C, it's ... full of surprises.'

'You're right there; there's no place on earth like Pet's Paradise. Come on! Let's drink up and lock up. Do you want a lift home?'

As they were driving home Dave turned to Mr Catt and asked, 'What's brown and green, twenty feet long and very difficult to bury?'

Mr Catt laughed. 'A live boa constrictor?'

'Right, Mr C. Dead right!'

Now that you have finished all that reading, lets see how much of the story you remember and understand. Answer the questions below in full sentences unless otherwise stated.

1. Which words tell you that Dave was very neatly dressed on his first day at work? (2)
2. Did Mr Catt open his mouth when he spoke? Give a reason for your answer. (2)
3. Why do you think that Dave's friends thought he was crazy to apply for the job at Pet's Paradise? (1)
4. Why do you think Mr Catt told so many jokes? (1)
5. Why do you think that a halo was appropriate on the back of Dave's blue overall? (1)
6. Why did Dave have the whole afternoon in which to bury the snake?(1)
7. What did Dave need the compass for? (1)
8. Why did Russell show that he was pleased to see Dave? (1)
9. How did Mrs Longton manage to get Russell down from the tree? (2)
10. Write down one simile from the story. (1)
11. Look up the word “epitaph” in the dictionary and write the definition on the line below. (1)
12. Find one example of alliteration in the story. (1)
13. Make up a corny animal joke of your own. (1)

Educator/Peer Assessment Chart:

Criteria	1	2	3	4
Reading	Reads haltingly without phrasing, pausing and understanding.	Reads haltingly, becoming aware of phrasing and pausing, correct pace developing.	Reads with correct phrasing, inflection and pace in most instances.	Reads with correct phrasing, inflection and fluency, is totally in control of pace.
Interpretation	No evidence	Very little	Evident	Extremely

techniques		evidence during the piece	during most of the piece	evident throughout
Teamwork – participation listening, showing respect for each other	Poor	In some contexts only	Good	Excellent
Answers to the text	0 – 4 Unable to answer.	5 – 8 Requires prompting.	9 – 12 Shows insight in most answers.	13 – 16 Answers with full insight.

Assessment

READING AND VIEWING The learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.
3.3 reads for information:
3.3.2 scans graphs, timetables, etc. for specific information;
3.3.3 summarises a paragraph (e.g. identifies the main point and the topic sentence);
3.7 reads for pleasure:
3.7.5 solves word puzzles.
LO 5
THINKING AND REASONING The learner will be able to use language to

think and reason, and access, process and use information for learning.
We know this when the learner:
5.2 uses language for thinking:
5.2.1 answers and asks some more complex questions;
5.2.2 sequences things according to criteria;
5.2.3 analyses the features of things in order to classify them;
5.3 collects and records information in different ways:
5.4 transfers information from one mode to another:
5.4.3 uses information from a graph, chart or diagram to write text.

Memorandum

This is a reading activity, but learners will also have to listen to each other very carefully and make use of interpretation skills while they are reading.

Begin by dividing the class into groups of four. Each member of the group will be a character in the story. Allow some time for them to decide who will be reading which part. Allow some time for the groups to read through the passage. They will need to practise the voice they are going to use, practise any gestures they would like to use as they read and familiarize themselves with the text so that they do not stumble over their words. Pay careful attention as the group works together – you can assess them on their teamwork abilities at this stage.

Once the practice time is over, you can allow the groups to listen to each other. They must show respect and listen quietly during the reading of the dialogue.

After the reading is complete, learners must complete the questions about the piece they have read. This could be done in their groups or as an individual exercise. Encourage the learners to make use of full sentences wherever possible.

The answers are as follows:

1. “Spick and span” tell you that he was neatly dressed.

2. No, he did not open his mouth. “ He spoke like a vicar, as if his teeth were stuck together with chewing gum. “
3. Learners can express their opinion but should comment on the odd behaviour of Mr. Catt.
4. It was Mr Catt’s way of coping with his job – “you need a sense of humour to work in a cemetery.”
5. ‘Halo’ has connotations of heaven and angels and would put the minds of the pet owners’ at rest to think that their pet was going to heaven.
6. Mr Catt was going out, leaving Dave alone, and the owner of the pet was not coming to the burial so there was no fixed time that it had to be done.
7. The snake had to be buried in a specific way – facing Brasil where he was born, so the coffin had to point south west. Dave needed to compass to find south west.
8. The snake was pleased to see Dave because he was still alive and had almost been buried alive.
9. Mrs Longton offered the snake a rabbit for tea and he came down to eat the rabbit.
10. “like a huge caterpillar”, “like a vicar”
11. “Epitaph” means “words inscribed on a tomb”
12. “spick and span”, Pet’s Paradise”
13. Learners must think of their own animal joke.

Make use of the Educator’s Assessment Chart to complete your assessment.

To scan for specific information

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 6

Module 25

TO SCAN FOR SPECIFIC INFORMATION

Activity 1:

To scan for specific information

[LO 3.3.2]

We are still focusing on your reading skills and how much you are taking in as you read. We have looked at determining the main idea of a paragraph in a previous exercise, but now we are going to take that one step further and see whether you are able to take note of the smallest details in a paragraph as well. Read the following two stories about the farmer and the fox. Pay careful attention as you read.

Story A

There was once a farmer who had a big farm near a wood. A fox lived in the wood. Every night this fox would creep out of its den and steal one of the farmer's hens. This went on for two years. The farmer tried many times to catch the fox but could not. The fox was clever.

One day, however, the fox got careless. The farmer caught it and put it in a box. The farmer wanted to kill the fox, but in a cruel way. He tied a bundle of thin sticks to the fox's tail and set fire to it. Then he set the fox free. The

fox ran right through the farmer's field of ripe corn. The corn was set on fire and burnt up. The fox jumped into the river and ran off, free as a bird.

Story B

A farmer had a small farm near a stream. He had many hens on his farm, and cows and pigs. There was a fox that lived near by. Every night it came to the farm and stole a hen. The farmer tried to shoot the fox but he was a poor shot and his gun was old.

One day, the fox got stuck in some barbed wire. The farmer saw it and put it in a sack. The farmer's son was kind. He wanted to save the fox, but the farmer tried to kill it. He tied some straw to the fox's tail and set it on fire. The fox escaped and ran into the farmer's cornfield. The field caught fire, and so did the farmer's barn. The fox escaped with a burnt tail.

The two stories are nearly the same, but not quite! In which story did you read this?

(The first one has been done for you as an example.)

		Story A	Story B
1. The farmer had a big farm.	1		
1. The fox lived near the farm.	2		
1. The farmer kept hens.	3		

1. The farmer kept pigs.	4		
1. The farmer put the fox in a box.	5		
1. The farmer tied the fox to a tree.	6		
1. The farmer's son tried to save the fox.	7		
1. The farmer tied some twigs to the fox's tail.	8		
1. The farmer shot the fox.	9		
1. The fox jumped into the river.	10		

Educator's Assessment Chart:

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Criteria	1	2	3	4
Attention to detail	Poor	Fair	Good	Excellent
Accuracy	0 – 3Poor	4 – 6In some contexts only	7 – 9Good, few errors	10Extremely, no errors

Assessment

LO 3
READING AND VIEWING The learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.
3.3 reads for information:
3.3.2 scans graphs, timetables, etc. for specific information;
3.3.3 summarises a paragraph (e.g. identifies the main point and the topic sentence);
3.7 reads for pleasure:
3.7.5 solves word puzzles.

Memorandum

IN this activity, the focus is still on reading. We are assessing the degree to which learners are able to pick details out of a passage they have read. This would be a good exercise to allow learners to complete on their own and with no extra help from you. Give them the instructions and set a time limit. Allow them to read the passages for themselves, and to answer the questions themselves.

Once the time limit is up, collect the workbooks and mark the exercise. This will give you a good idea of what the learners are capable of when they work on their own. Once you have completed your assessment, hand the workbooks back and go over the exercise with the class, ensuring that the learners correct their work and take note of their mistakes.

		Story A	Story B
1. The farmer had a big farm.	1		
1. The fox lived near the farm.	2		
1. The farmer kept hens.	3		
1. The farmer kept pigs.	4		
1. The farmer put the fox in a box.	5		

1. The farmer tied the fox to a tree.	6		
1. The farmer's son tried to save the fox.	7		
1. The farmer tied some twigs to the fox's tail.	8		
1. The farmer shot the fox.	9		
1. The fox jumped into the river.	10		

Make use of your Educator's Assessment Chart to complete your assessment of the accuracy of the answers and the attention to detail.

To sequence things according to criteria

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 6

Module 26

TO SEQUENCE THINGS ACCORDING TO CRITERIA

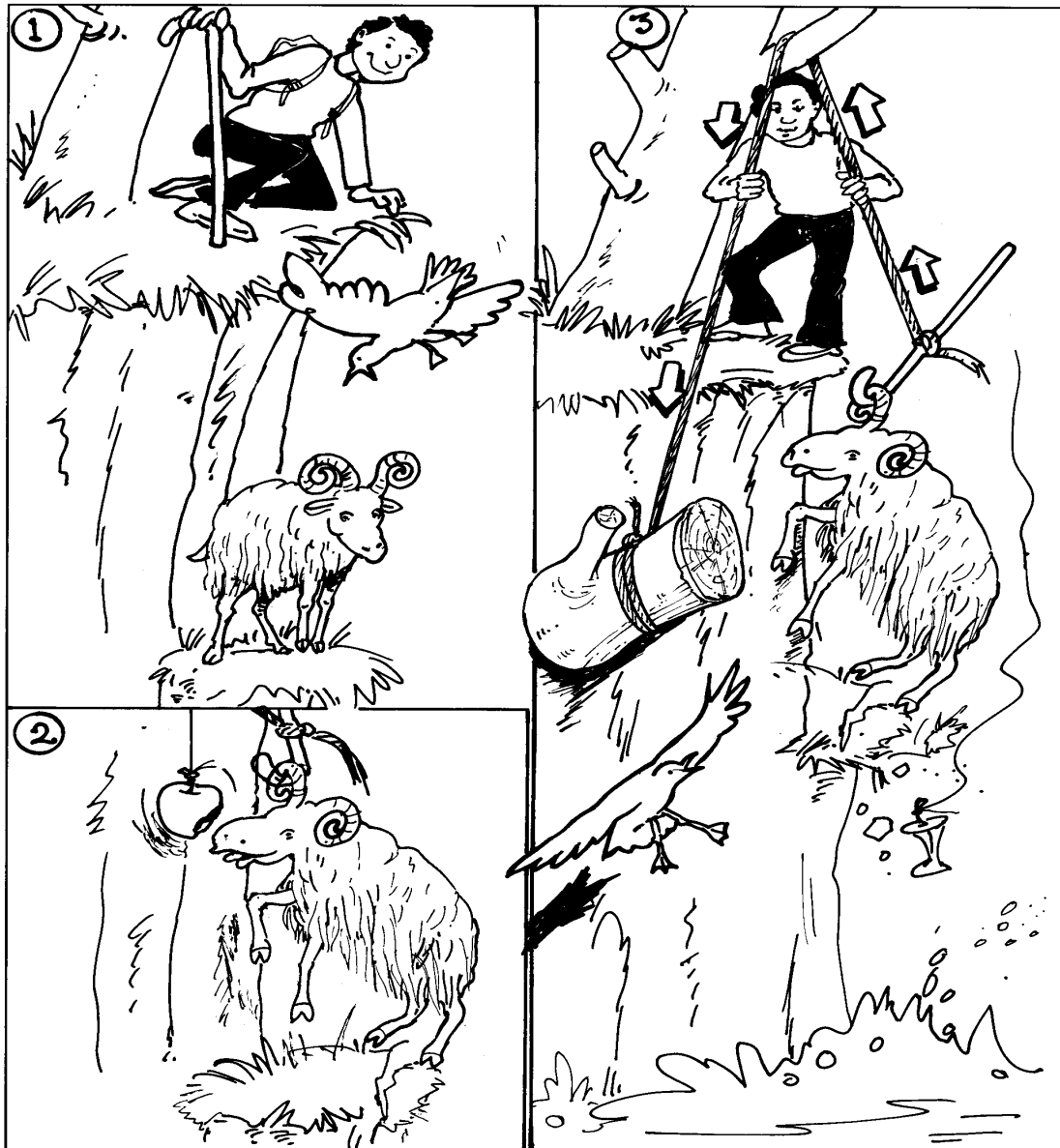
Activity 1:

To sequence things according to criteria

[LO 5.2.2]

Today we are going to practise putting events into the correct order. The boy in this story is very clever! His name is Danny. He saw a sheep trapped on a ledge. He had to rescue it, or it might have fallen off the ledge and drowned in the sea. He used these six things to rescue the sheep: an apple; cotton; tree at top of cliff; walking stick; strong rope; heavy log.

Study the pictures below very carefully to see what Danny did.



After you have studied the pictures, read the sentences below. Rewrite them in the correct order.

1. He tied the walking stick to one end of the rope.
2. When the sheep was eating the apple, Danny lowered the walking stick very slowly down the cliff.
3. Danny put the rope over a branch of the tree.
4. He hooked the walking stick under the sheep's horns.
5. Danny tied the apple to the cotton.
6. The log fell down the cliff and the sheep was pulled up.

7. Danny tied the heavy log to the other end of the rope.
8. He lowered the apple down to the sheep.

9. He pushed the heavy log off the cliff.

Educator's Assessment Chart:

Criteria	1	2	3	4
Ability to sequence events	Poor, requires constant assistance	Fair, good deal of assistance required	Good, very little assistance required	Excellent, no assistance required
Accuracy	Poor	In some contexts only	Good, few errors	Extremely accurate

Well done – keep going, you are doing so well.

Assessment

LO 5

THINKING AND REASONINGThe learner will be able to use language to think and reason, and access, process and use information

for learning.
We know this when the learner:
5.2 uses language for thinking:
5.2.1 answers and asks some more complex questions;
5.2.2 sequences things according to criteria;
5.2.3 analyses the features of things in order to classify them;
5.3 collects and records information in different ways:
5.4 transfers information from one mode to another:
5.4.3 uses information from a graph, chart or diagram to write text.

Memorandum

In this activity, learners are asked to look at a series of pictures and the sentences that go with them. Once they have studied the pictures carefully, they should be able to order the sentences so that the story makes sense. Once again, this activity could also be done in a group or in partners. It would be advisable to discuss the pictures and to read through the sentences with the class before allowing them to begin.

The sequence should be:

1. Danny tied the apple to the cotton.
2. Danny put the rope over a branch of the tree.
3. He tied the walking stick to one end of the rope.
4. Danny tied the heavy log to the other end of the rope.
5. He lowered the apple down to the sheep.
6. When the sheep was eating the apple, Danny lowered the walking stick very slowly down the cliff.
7. He hooked the walking stick under the sheep's horns.

8. He pushed the heavy log off the cliff.

9. The log fell down the cliff and the sheep was pulled up.

Make use of the Educator's Assessment Chart to complete your assessment.

To design a simple advertisement

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 6

Module 27

TO DESIGN A SIMPLE ADVERTISEMENT

Activity 1:

To design a simple advertisement

[LO 4.4.1]

Pretend that you are the owner of a movie house that will be running a movie with this character in it.

Design an advert that advertises your movie. Create a rough draft of your advert before you draw it. Make sure you check your checklist!

MY ADVERT:	Tick
Has clear, easy to read headings and writing.	
Has a picture of my character	
Has information about movie: where, when, cost of tickets	
Is attractive and eye-catching	

Educator Assessment:

Criteria	1	2	3	4
Headings and writing	Headings and writing difficult to read	Some writing and headings difficult to read	Clear headings, most writing easy to read	Extremely clear and easy to read
Use of Illustrations	Poor or no use	Fair	Good	Excellent
Details	Relevant details missing	Includes some relevant details	Includes most relevant details	Includes all relevant details
Attractiveness	Poor, not eye-catching at all	Fair, creative design still developing	Good, attractive layout	Excellent, eye-catching attractive layout

Assessment

LO 4

WRITINGThe learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

We know this when the learner:

4.1 writes to communicate information;

4.1.2 writes a description of a person, object or simple process;

4.3 writes creatively:

4.3.1 shows development in the ability to write stories, play scripts and dialogues;

4.4 designs media texts:

4.4.1 designs a poster, a simple advertisement and a simple questionnaire.

Memorandum

This activity should be great fun! Learners are asked to design an advert for a movie involving one of the characters from the previous exercise. If you have a movie house in your town or city, approach them for some old advertising posters that you can use for this lesson. If this is not possible, look at adverts in newspapers or magazines or even adverts from your local shop or supermarket. When discussing adverts with the class, be sure to point out that the headings are bold and often colourful – they must be eye-catching! Take note of the information that is given and what size the different information is written in. Look at any illustrations on your advert and discuss placement and why the picture has been used. Once this discussion is complete, learners may start designing the rough draft of their advert. Draw their attention to the checklist – this will help them as they plan their advert. They should also check the rubric to see what they will be assessed on. Once they have completed their rough draft, the final copy must be completed in the space provided.

This activity could be carried one step further into an Art lesson. Learners could design their posters on large pieces of paper making use of bright paints or crayons. Once complete, these posters could be put on display.

To write a description of self

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 6

Module 28

TO WRITE A DESCRIPTION OF SELF

Activity 28

To write a description of self

[LO 4.1.2]

Before you begin, take a look at the people around you. Isn't it amazing that not one of us is exactly the same? Not even identical twins. What a wonderful rainbow of people inhabits this world! Have you ever thought about how different we are on the inside too? How about taking a careful look at yourself to see just what makes you you! We are going to give you the opportunity to write down information about yourself. This will allow your educator to get to know you better. There may be some questions that you will really have to think about – have fun!

(Remember that your educator will be assessing your spelling and language and your neatness — so work carefully.)

Complete the 'This is Me!' questionnaire

THIS IS ME!

Full name:_____

Nickname:_____

Birthday:_____

Address:_____

Country:_____

Continent:_____

Planet:_____

Now let's go into a bit more detail.....

Tick the boxes that you think apply to you: **I am . . .**

	tall	brilliant	generous	lively	
	small	stupid	mean	lazy	
	gorgeous	cheerful	friendly	outrageous	
	hideous	miserable	shy	ordinary	

My best friends are:

My favourite colour is:

My favourite season is:

The animal I would like most for a pet is:

The best book I have ever read is:

The best film I have ever seen was:

The worst one was:

The best pop group in the world is:

Their best record is:

My best TV programme is:

My favourite sandwich is:

My pet hate is:

If I could have just one wish, it would be to:

The person I admire most is:

Things I want to achieve before I am 13:

The thing I am best at is:

Describing myself in three words:

Educator's Assessment Chart:

Criteria	1	2	3	4
Spelling and punctuation	Poor – difficult to decipher	Reasonable	Good – very few errors	Excellent – no errors
Ability to communicate information	Poor – unsure, needs constant assistance	Fair	Good – able to express thoughts	Excellent – expresses thoughts creatively
Neatness	Untidy	Presentation reasonable	Good presentation	Excellent presentation; great care taken

Assessment

LO 4
WRITING The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.
We know this when the learner:
4.1 writes to communicate information:
4.1.2 writes a description of a person, object or simple process;
4.1.4 expresses an opinion and gives reasons for it;
4.2 writes for social purposes:
4.2.2 identifies some differences between formal and informal style;
4.3 writes creatively:
4.3.1 shows development in the ability to write poems, stories, play scripts and dialogues (e.g. by using poetic devices).
4.5 understands the writing process and uses developing knowledge of language structure and use:
4.5.1 writes rough drafts, reads them critically, gets feedback from the teacher and classmates, and rewrites;
4.5.3 edits writing, using knowledge of structure (e.g. grammar, spelling, punctuation) and tools.

Memorandum

We begin in this activity by asking the learners to complete a table and some questions about themselves. This will force them to think about their opinions on things and give them an opportunity to express their like and dislikes. This will be valuable for you as the educator, as you will learn many things about your learners that you did not know. Read through the exercise with the class before allowing them to start so that they know exactly what is expected of them. Remind them they will be assessed on spelling and punctuation, and on neatness. Read through the rubric with them.

To note relevant information

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 6

Module 29

TO UNDERSTAND ORAL DESCRIPTIONS

Activity 29:

To note relevant information

[LO 1.3.3]

This activity is going to focus on your listening abilities. This skill is very important, as we usually do not listen well – and poor listening causes many of the world’s problems! We are going to listen to a poem called ‘JUST ME’ by Margaret Hillert. Your copy of the poem is missing some of the words. Your educator will read the poem to you and you will have to listen very carefully and then supply the missing words to your copy of the poem. Your educator will read the poem twice.

Some hints for making this easy:

- Have your writing equipment ready.
- Really concentrate. Just listen the first time the poem is read.
- The second time the poem is being read, fill in what you can as the poem is read.
- Do not talk.

JUST ME

Nobody _____ what I can see,
 For back of my _____ there is only me.
 And nobody knows how my _____ begin,
 For there's only myself inside my _____ .
 Isn't it _____ how everyone owns
 Just enough skin to cover his _____ .
 My _____'s would be too big to fit –
 I'd be all wrinkled inside of it.
 And my baby _____'s is much too small –
 It just wouldn't cover me up at all.
 But I feel just _____ in the skin I wear,
 And there's nobody like _____ anywhere.

Well done – that was a challenging exercise. Your educator will assist you to complete the poem if you were unable to fill in some of the answers.

Educator's Assessment:

Criteria	1	2	3	4
Accuracy of answers	Cannot do	Reasonable	Good	Excellent

Concentration	Could not do	Focuses at times	Good	Excellent
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Activity 2:

To note relevant information

[LO 1.3.3]

We are going to try another activity similar to the last one. You will also be required to listen very carefully! Listening is such an important life skill – it is something that we have to do all day and we want to be very good at it. These activities will help you to

develop your listening ability, so do your best!

For this activity, your teacher will play, sing or read a popular song to you. The song will be played/read twice. This is what YOU need to do:

1. Write down all the objects that are mentioned in the song (naming words/nouns).
2. Write down all the action words (verbs).

Some hints for making this easy:

- Listen with your pen in your hand.
- Jot down the nouns and verbs as you hear them.
- Listen the 2nd time and add to your list if necessary.

Educator's Assessment Chart

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Criteria	1	2	3	4
Ability to identify words	Cannot do	Reasonable	Good	Excellent
Concentration	Cannot do	Reasonable	Good	Excellent

Assessment

Learning Outcomes(LOs)
LO 1
LISTENING The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.
Assessment Standards(ASs)
We know this when the learner:
1.3 understands oral description:
1.3.3 notes relevant information;
1.5 respects other learners:
1.5.1 gives other learners a chance to speak;
1.5.2 listens to them and encourages their attempts to speak their

additional language.

Memorandum

Activity 1:

This activity focuses on listening abilities. Learners are required to concentrate and listen well, if they want to complete this exercise.

The poem is incomplete in the workbooks, and as you read, learners must fill in the missing words. Set the rules before you begin the activity. Learners must understand that there can be no talking during the reading of the poem. They should sit and listen for the first reading, but they can start filling in answers as you read through it for the second time. Wait till everybody is focused on you and then read the poem slowly and clearly, twice. Once the activity is complete, mark the workbooks straight away for an accurate assessment. When you return the books to the learners, it is important to go over the poem with the whole class so that learners who were unable to complete the poem can fill in the correct answers.

The poem is “Just Me” written by Margaret Hillert. (It is important to mention the title of the poem and to mention the author.) The words that have been left out in the learners’ books are highlighted in the poem that follows.

JUST ME

Nobody **SEES** what I can see,

For back of my **EYES** there is only me.

And nobody knows how my **THOUGHTS** begin,

For there’s only myself inside my **SKIN**.

Isn’t it **STRANGE** how everyone owns

Just enough skin to cover his **BONES**?

My **FATHER'S** would be too big to fit –

I'd be all wrinkled inside of it.

And my baby **BROTHER'S** is much too small –

It just wouldn't cover me up at all.

But I feel just **RIGHT** in the skin I wear,

And there's nobody like **ME** anywhere.

Activity 2:

In this activity, we are once again focusing on developing the learners' listening abilities. The way that you carry out this activity will depend on the resources available to you in your teaching situation. If you have access to a tape recorder or CD player, choose a song from a children's tape or CD. Play this song twice for the children. As they listen to the song, they must write down any words that they hear that are nouns or verbs.

It is important to revise nouns and verbs before you begin with this activity. Look around the class and pick out as many nouns as you can. Ask learners to give you examples of verbs, or to mime a verb that the rest of the class must guess. Once you are happy that they know what kind of words they will be listening for, then play the song. If there are no tape recorders available, you could choose a song to sing to the class. The activity will work in the same way – you will have to sing the song twice. If you are not confident enough to sing to your class, you may have to read the words of a song to them and allow them to pick out the nouns and verbs as you read. This will work just as well.

It is important that you are well prepared for this activity, and that you have listened to the song yourself and written down all the nouns and verbs that you can hear. You will use your list to help you with your assessment. Once

you have marked the answers, use the Educators Assessment Chart to complete your assessment.

To read fiction and non-fiction

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 6

Module 30

TO USE LANGUAGE FOR THINKING

Activity 1:

To read fiction and non-fiction at an appropriate level

[LO 3.7.1]

Well, your *ears* have been put to good use. Now let us see if your *eyes* can help you to get the message! We need not only to see, but also to LOOK!

The following passage is a short story about an ordinary girl who became famous. Read the passage carefully. Once you have read it through twice, complete the questions that follow by selecting the correct answer. Underline your answer using a ruler.

Well, your ears have been put to good use. Now let us see if your eyes can help you to get the message! We need not only to see, but also to LOOK!

The following passage is a short story about an ordinary girl who became famous. Read the passage carefully. Once you have read it through twice, complete the questions that follow by selecting the correct answer. Underline your answer using a ruler.

Phoebe Anne Oakley Mozee was only nine years old when she took her father's big Kentucky rifle into the woods to hunt food. Her father was dead and the family was poor and hungry.

When she found that she could shoot quail, squirrels and rabbits by aiming the rifle carefully, a new life began for her. She began earning money by selling game to Mr Frost, who owned a hotel in a nearby town.

Then Annie began to try trick shots. Everyone heard of her skill with a rifle. When she was fifteen, Mr Frost set up a shooting match between her and a world-famous sharpshooter. Annie surprised everybody and won the shooting match. She then became famous and called herself Annie Oakley.

1. Annie first used her rifle to . . .

A hunt food.

B see whether it was fun to shoot.

C frighten a robber.

D protect herself.

2. A new life began for Annie when she . . .

A met Mr Frost.

B found out that she could shoot.

C met a famous marksman.

D learned trick shots.

3. Annie's career began when she . . .

A visited a nearby town.

B began to earn money.

C won a match against a famous marksman.

D bought a hotel.

4. Annie Oakley became famous as a . . .

A guide for hunters.

B big-game hunter.

C sharpshooter.

D hotel owner.

5. The best title for this piece is . . .

A How Annie Oakley Got Her Start.

B The Girl Who Could Not Shoot.

C The Shooting Match.

D How To Shoot Game.

Educator's Assessment:

Criteria	1	2	3	4
Reading	Could not do; without phrasing, pausing and understanding	Reads reasonably, becoming aware of phrasing and pausing, correct pace developing	Good. Reads with correct phrasing, inflection and pace in most instances.	Excellent. Reads with correct phrasing, inflection and fluency, is totally in control of pace
Answers to the text	Unable to answer	Reasonable but requires prompting	Good. Shows insight in	Excellent. Answers with full insight

most
answers

Assessment

LO 3

READING AND VIEWING The learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.

We know this when the learner:

3.7 reads for pleasure:

3.7.1 reads much fiction and non-fiction at an appropriate reading and language level;

3.8 uses reference books and develops vocabulary:

3.8.2 uses a dictionary;

3.8.3 demonstrates a reading vocabulary of between 3 000 and 5 000 common words.

Memorandum

The focus now shifts to reading and understanding stories. The passage provided should be read aloud with the class. Make use of this opportunity to assess some of the learners, as they read aloud for you. The rubric is at the end of the activity. Read through this with your learners before they begin.

The answers are as follows:

1. Annie first used her rifle to

A hunt food

2. A new life began for Annie when she

B found out that she could shoot

3. Annie's career began when she

C won a match against a famous marksman

4 Annie Oakley became famous as a

C sharpshooter

5. The best title for this piece is

A How Annie Oakley Got Her Start

To interact in additional language

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 6

Module 31

TO INTERACT IN ADDITIONAL LANGUAGE

Activity 1:

To express feelings [LO 2.1.4]

To talk about an issue with preparation [LO 2.3.5]

I am sure you know GARFIELD, the cat with an attitude. Do you know LINUS? (He is Charlie Brown's friend in the Snoopy/Peanuts cartoons.)

Have you noticed that both these characters have a well-loved possession? Linus always has his blanket (which Snoopy tries to grab from him) and Garfield has a teddy bear.

We all own something that is special to us for some or other reason. Even if other people think it strange. Maybe if you could explain to them what makes your possession special, they would get the picture! In this activity, we are going to do exactly that! You are going to choose something that is very special to you and then you are going to complete the following tasks.

So here is what YOU have to do:

- Bring your well-loved possession to class.
- Show it to the class and point out what you love about it.
- Explain how it came to be so special in your eyes.
- Be prepared to answer questions about your special possession.

Your talk should last about 1 - 1½ minute. Read through the rubric at the end of the activity to see how your educator and peers will be assessing you.

Use these pointers to help you plan your talk:

The special possession I am going to talk about is:

Where did this special possession come from?

What makes it so special to me?

Educator and Peer Assessment Chart

Criteria	1	2	3	4
Enunciation	Unclear	Developing, not always clear	Good	Excellent
Eye-contact	Could not do	Beginning to use	Good. Maintained through most of the talk	Excellent. Maintained throughout the talkCovered the whole audience
Pace	Difficult to follow	Reasonable	Good flow, very little faltering	Excellent flow, no faltering
Sincerity, Conviction, Enthusiasm	Showed none	Reasonable use	Good. Evident during most of the talk	Extremely evident throughout the talk
Use of Visual aids and preparation	None used	Very little, but starting to understand the importance	Good	Excellent
Use of notes	Lacking notes	Correct use still developing – very dependent on notes	Good	Excellent,.Complimented talk. Excellent talk without notes

Assessment

LO 2
SPEAKING The learner will be able to communicate effectively in spoken language in a wide range of situations.
We know this when the learner:
2.1 interacts in additional language:
2.1.2 sustains a conversation on a familiar topic;
2.1.3 expresses an opinion and gives reasons for it;
2.1.4 expresses feelings;
2.3 uses additional language to communicate information:
2.3.5 talks about an issue with preparation;
2.5 shows awareness of the way language constructs knowledge and identity and positions people:
2.5.1 begins to look critically at naming practices (e.g. women taking their husbands' surnames, etc.)

Memorandum

This activity gives learners the opportunity to prepare an oral to present to the class. The topic for the oral is “Something that is special to me.” Learners must choose one of their belongings that is very special, bring it to school and then explain to the class what it is, where it came from, and why it is so special to them. After their presentation, the class may ask them questions about their special possession. The talk must be 1-1½ minutes long, and learners can make use of the assessment chart to assess each other.

Keep in mind that this is often a daunting task for many learners. Make sure that they have adequate time to prepare and make them feel as relaxed as possible.

To encourage others to speak their additional language

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 6

Module 32

TO USE LANGUAGE TO COMMUNICATE INFORMATION

Activity 1:

To encourage others to speak their additional language [LO 1.5.2]

To express an opinion and give reasons [LO 2.1.3]

Your educator will divide you into groups of four for this activity. You will once again be required to address your class, but this time as a member of the group.

We are going to look at famous people. Everybody is very special in his or her own way, but some people become so special that the whole world or country knows about them. In your group, you are going to choose a famous person (choose somebody who is famous for a GOOD reason!) Discuss what you think makes someone GREAT, and discuss the reasons for your selected person's fame.

Each member of the group will be given a chance to talk. Choose one topic each and help each other prepare the content of the talk.

1. Share group's thoughts on what makes somebody great and the reasons for selecting the famous person that has been chosen.
2. Brief background on famous person: history, family, background, etc.
3. What has made this person famous?
4. What the group has learnt from researching this person.

Each member should talk for about one minute. Make use of books or the Internet to research your famous person. Look for pictures that you can use to make your talk interesting. Make use of the space below to prepare your talk. If you do not have

access to any reference books, talk to your parents about a famous person. They might be able to help you too.

Write some down some of your ideas.

Educator and Peer Assessment Chart

Criteria	1	2	3	4
Enunciation	Not able to do	Developing	Good	Excellent
Eye-contact	None evident	Very little evident	Maintained through most of the talk	Maintained throughout the talk
Pace	Difficult to follow	Reasonable	Good flow	Excellent flow, no faltering
Sincerity, Conviction, Enthusiasm	Not evident	Little evidence during the talk	Evident during most of the talk	Extremely evident throughout the talk
Use of Visual aids and preparation	None	Starting to understand the importance	Good	Excellent
Use of notes	Lack of notes lead to confusion	Correct use still developing – very	Good	Excellent, complimented talk or excellent talk without notes

		dependent on notes		
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HUNTING WITH SPEARS

Britney Spears may wow the crowds, but she sends wild boars fleeing to the woods in Germany. The hogs are a protected species and may not be killed, so farmer Hermann-Josef Becker decided to drive them off his property with music.

“Madonna didn’t work, Robbie Williams was a dead loss. But they can’t stand Britney Spears,” he says. “When I play *Oops I Did It Again*, the pigs come snorting out and run for the woods.”

27 December 2001

So what do you think? Discuss each article in your group and then write **ONE WORD** to describe your opinion of the story.

Assessment

Learning Outcomes(LOs)
LO 1
LISTENING The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.
Assessment Standards(ASs)
We know this when the learner:
1.3 understands oral description:
1.3.3 notes relevant information;

1.5 respects other learners:
1.5.1 gives other learners a chance to speak;
1.5.2 listens to them and encourages their attempts to speak their additional language.
LO 2
SPEAKING The learner will be able to communicate effectively in spoken language in a wide range of situations.
We know this when the learner:
2.1 interacts in additional language:
2.1.2 sustains a conversation on a familiar topic;
2.1.3 expresses an opinion and gives reasons for it;
2.1.4 expresses feelings;
2.3 uses additional language to communicate information:
2.3.5 talks about an issue with preparation;
2.5 shows awareness of the way language constructs knowledge and identity and positions people:
2.5.1 begins to look critically at naming practices (e.g. women taking their husbands' surnames, etc.)

Memorandum

In this activity, learners will work in groups to present a talk to the class about a famous person that they have chosen. Divide the class into groups of four. Allow them to choose somebody who is famous for a good reason. There are four different topics that must be discussed. Each member of the group must choose one topic. The group must then discuss or research each topic together, helping that person to prepare the section. The nature of the research will depend on what is available in

your teaching situation. Should there be a library at your school or computers linked to the Internet, make these facilities available to the class for their research. If there is no library in your school or in your town, you may have to write to the nearest library and ask them to send you some books. Learners may also make use of any newspaper or magazine articles that they can find.

Read through the rubric with your class before they begin the task. Ensure that they know the time limit for the activity and that they have time each day to work as a group while in class.

Make use of the Educator's Assessment Chart as they speak to complete your oral assessment for each learner.

To write to communicate information

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 6

Module 33

TO WRITE TO COMMUNICATE INFORMATION

Activity 1:

To write a description of a person

[LO 4.1.2]

Sometimes we worry about being different. Sometimes we look in a mirror and what we see reflected is not what everyone else sees. But then only YOU (and your Creator) can see inside your head.

But just look at what a fascinating world we have BECAUSE people are so different! We each have something unique to add to our world. In this activity we are going to have a look at what makes you so different from everybody else – what makes you unique. We are also going to look at what others think make you special!

We are going to do a PNI analysis of YOU.

This is how it works:

- **P** = positive information (your strong points)
- **N** = negative information (your weak points)
- **I** = interesting information (hidden talents or facts)

Start by completing the first table yourself. Once you have done this, find somebody in the class that you trust. Ask them to complete the table for you. They must complete the first two sections, but they may not be able to complete the third section.

Remember to write in full sentences and to watch your spelling and neatness, as you will be assessed on these aspects too.

My thoughts:

P
N	
I	

The name of
a friend that I trust: _____

My friend’s thoughts:

P
N	
I	

Educator’s Assessment Chart:

Criteria	1	2	3	4

Spelling and punctuation	Difficult to decipher	Still developing	Good – very few errors	Excellent – no errors
Neatness	Untidy	Presentation reasonable	Good presentation	Excellent presentation; great care taken
Ability to complete table meaningfully	Not able to do	Fair	Good	Excellent

Assessment

LO 4
WRITING The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.
We know this when the learner:
4.1 writes to communicate information:
4.1.2 writes a description of a person, object or simple process;
4.1.4 expresses an opinion and gives reasons for it;
4.2 writes for social purposes:
4.2.2 identifies some differences between formal and informal style;
4.3 writes creatively:
4.3.1 shows development in the ability to write poems, stories, play scripts and

dialogues (e.g. by using poetic devices).

4.5 understands the writing process and uses developing knowledge of language structure and use:

4.5.1 writes rough drafts, reads them critically, gets feedback from the teacher and classmates, and rewrites;

4.5.3 edits writing, using knowledge of structure (e.g. grammar, spelling, punctuation) and tools.

Memorandum

The focus of this activity is writing. Learners are asked to complete a PNI assessment of themselves. PNI stands for the following:

- **P** = positive information (your strong points)
- **N** = negative information (your weak points)
- **I** = interesting information (hidden talents or facts)

Learners have to write the information into the table and then ask a friend that they trust to complete the table for them as well. This is a valuable exercise, as it will open their eyes to the value that other people see in them. Be sure to explain to the learners that this must be a positive experience and that they must be very sensitive when writing what they think somebody's weak points are. They may want to leave this section out if they cannot think of anything.

Read through the rubric with the class before they begin as they will not only be assessed on their ability to express their thoughts about themselves, but also on spelling, punctuation and neatness.

To sequence things according to criteria

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 6

Module 34

TO USE LANGUAGE FOR THINKING

Activity 1:

To sequence things according to criteria

[LO 5.2.2]

Being able to arrange words in alphabetical order is an important skill that you will use often in everyday life without even realising it – looking up words in a dictionary, looking up telephone numbers, etc. In this activity we are going to practise this skill.

Start by listing 10 of your friends' names on the following lines. Only write their first names.

Now look at the names carefully and arrange them in alphabetical order.

Let us take it one step further . . . here is a challenge for you. Arrange the following words in alphabetical order.

1. Anne, Alistair, Andrew, Arabella, Annabel
2. Ben, Bella, Beauty, Benjamin, Brian
3. Cathy, Catherine, Cassandra, Cassie, Claire

4. Dorothy, Dylan, Damian, Debbie, Dawn

5. Graeme, Garth, Gary, Gail, Gabriel

6. Harry, Herman, Hester, Henry, Harriet

7. Jabu, Jane, Jenny, James, Janet

8. Manu, Mandla, Mandy, Meredith, Mary

Well done! That was a challenging exercise.

Educator's Assessment Chart:

Criteria	1	2	3	4
Ability to arrange words in alphabetical order	Poor – does not understand concept	Still developing	Good – very few errors	Excellent - no errors

Assessment

LO 5
THINKING AND REASONING The learner will be able to use

language to think and reason, and access, process and use information for learning.

We know this when the learner:

5.2 uses language for thinking:

5.2.2 sequences things according to criteria;

5.4 transfers information from one mode to another:

5.4.2 uses information from a visual or written text to create a graph or chart, or label a diagram.

Memorandum

This activity focuses on the learners' ability to arrange words in alphabetical order. The learners must complete this activity, on their own. Read through the activity with the class before they begin. Make use of the Educator's Assessment Chart to complete your assessment. Remind learners to check through their answers once they have completed the activity.

The marking of the first part of the activity will be different for every student, as they may choose their own names. The answers for the second part are as follows.

1. Allistair, Andrew, Annabel, Anne, Arabella
2. Beauty, Bella, Ben, Benjamin, Brian
3. Cassandra, Cassie, Catherine, Cathy, Claire
4. Damian, Dawn, Debbie, Dorothy, Dylan
5. Gabriel, Gail, Garth, Gary, Graeme

6. Harriet, Harry, Henry, Herman, Hester

7. Jabu, James, Jane, Janet, Jenny

8. Mandla, Mandy, Manu, Mary, Meredith

To sustain a conversation

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 6

Module 35

TO USE A DICTIONARY TO DEVELOP VOCABULARY

Activity 1:

To use a dictionary to develop vocabulary

[LO 3.8.2]

We are going to continue focusing on vocabulary and alphabetical order, but now we are going to have a look at one place where alphabetical order is used a great deal – the dictionary. Your educator may divide you into groups or partners for this activity, depending on the availability of dictionaries. Be sure to work carefully – read and copy carefully and write neatly at all times.

1. Look up the word **alphabet** in a dictionary and give it's meaning.
2. Write down the word before 'alphabet' and the word after 'alphabet' in the dictionary, with their meanings.
3. Next to the word 'alphabet', there is a letter that looks like this: *n*. This indicates to us that the word 'alphabet' is a NOUN. Look carefully on the page and find other words that have the noun symbol next to them. Write them down.
4. Which letter in the English language is ALWAYS followed by the letter U?

Turn to this letter in your dictionary. There are not many words that start with this letter, so you will find that there are only a few pages for this letter in your dictionary. List some examples of words, starting with this letter, that you have not heard of before, and write their meanings next to them. (Do not use words

starting with the letters **quad-** or **quin-**) Try and find some long and some short words. Once you have found your examples, your educator will ask you to share your new words with the class so that everybody can learn some new vocabulary.

5. Now look at the words that start with the letters **quad-**. There are many to choose from. Find four words that start with **quad-** and write them down with their meanings.

Have you figured out what the prefix **quad-** means?

6. Now look at the words that start with the letters **quin-**. There are many to choose from. Find four words that start with **quin-** and write them down, with their meanings.

Have you figured out what the prefix **quin-** means?

7. Let us practise looking up words in the dictionary. Find the meanings of the following words and write the definition next to each one. If you are sharing a dictionary, be sure to take turns to look up the words so that everybody has a turn.

Relationship:

Friends:

Surname:

Family:

Personality:

Individual:

Opinion:

Autobiography:

Criteria	1	2	3	4
Attention to detail	Poor	Fair	Good	Excellent
Ability to look up words correctly	Poor	In some contexts only	Good, few errors	Extremely good. No errors
Neatness	Untidy	Presentation inconsistent, greater care needed	Good presentation	Excellent presentation. Great care taken

Well done – that was a worthwhile exercise! Let us move onto another fun activity.

The focus of this activity is dictionary work.. Learners are required to make use of a dictionary to look up words and their meanings. It would be ideal to have one dictionary between two learners, but if this is not possible, learners can be divided into groups and will have to share the dictionaries. Should there be only one dictionary available, one group can use it while the others carry on with another task. Read through the activity with the whole class and point out what they will be assessed on, by looking at the rubric.

The following answers, taken from the Concise Oxford English Dictionary, should help you.

Assessment

LO 3

READING AND VIEWING The learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.

We know this when the learner:

3.7 reads for pleasure:

3.7.1 reads much fiction and non-fiction at an appropriate reading and language level;

3.8 uses reference books and develops vocabulary:

3.8.2 uses a dictionary;

3.8.3 demonstrates a reading vocabulary of between 3 000 and 5 000 common words.

Memorandum

1. **Alphabet:** set of letters used in a language
2. **alpha:** first Greek letter ; **alphanumeric:** containing both alphabetic and numerical symbols
3. Alsace, Alsatian, alsike, alter, altazimuth, althorn, altruism, alum, aluminium, alumina, alveolus
4. The letter **Q** is always followed by the letter U.
5. The following words are some examples that you may use if you do not have access to a dictionary at all:
 - **Quaff:** drink deeply
 - **Quag:** marshy or boggy spot
 - **Quagga:** extinct SA quadruped related to ass and zebra
 - **Qualm:** momentary faint or sick feeling
 - **Quandary:** state of perplexity
 - **Querulous:** complaining, peevish
 - **Quiddity:** essence of a person or thing
 - **Quotidian:** daily, of every day
 - **Quoin:** external angle of building

1. Some examples for you to choose from:

- **Quadragenarian:** person from 40 to 49 years old.
- **Quadrangle:** four-cornered figure
- **Quadrant:** quarter of circle's circumference
- **Quadratic:** square
- **Quadrillion:** a million raised to the power of four
- **Quadruped:** four-footed animal
- **Quadruple:** fourfold
- **Quadruplet:** four children born at the same time

Quad- means “four”

1. Some examples for you to choose from:

- **Quinary:** of the number five
- **Quinate:** having five leaflets
- **Quincentenary:** the five-hundredth anniversary
- **Quinquagenarian:** person from 50 to 59 years old
- **Quinquennial:** lasting, recurring every five years
- **Quint:** sequence of five cards of same suit
- **Quintette:** composition for five voices or instruments
- **Quintillion:** a million raised to the fifth power

To give other learners a chance to speak

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 6

Module 36

TO USE A DICTIONARY TO DEVELOP VOCABULARY

Activity 1:

To give other learners a chance to speak [LO 1.5.1]

To sustain a conversation [LO 2.1.2]

To create a graph [LO 5.4.2]

We are going to focus on YOU again in this activity! We want to see just how well you cope with being by yourself? Some people love being on their own, having time to think and do exactly what they like. Other people find the thought of being alone rather scary and like to have people or family around them most of the time. What do you do on dull and rainy days when your friends are all away and you cannot bear the company of your brother or sister a moment longer? Try this quiz to see how you shape up...by yourself. Be completely honest and do not discuss your answers with your friends just yet - there will be time for that later. Underline your answer with a ruler.

1. When I'm by myself I generally:

- a. mope;
- b. turn on the TV;

c. grab the chance to write my first best-selling novel.

2. If it's raining, I always:

- a. complain bitterly to whoever will listen that there's nothing to do;
- b. kill time until the rain stops;
- c. rush outside in my Wellington boots to try out my new design for a puddle yacht.

3. When I grow up, I intend to be:

- a. prime minister;
- b. the first astronaut on Mars;
- c. an inventor.

4. I think brothers and sisters are:

- a. essential;
- b. quite useful;

c. all right in small doses/a nuisance.

5. My idea of a really good time is:

- a. a big party with numerous games and a magician;
- b. watching Star Wars on video for the fourteenth time;
- c. building a secret den at the end of the garden.

6. To me, a good book is:

- a. a handy doorstop;
- b. a way of passing the time;
- c. a place of magic and adventure.

7. My main complaint about my parents is they will not let me have my own:

- a. telephone;
- b. hi-fi system;

c. private castle.

8. If I were marooned on a desert island, I would probably:

- a. go mad with boredom;
- b. plan an immediate rescue attempt;

c. build a cabin and learn to catch fish.

Now we are going to take your answers and plot them on a graph to see how you would do on your own. Colour in the following graph according to the answers you underlined.

My answers to the questions:

Can I be alone?								
C								
B								
A								
Question	1	2	3	4	5	6	7	8

Now take a careful look at your answers! Are they mostly a's, b's or c's?

Number of a's: _____

Number of b's: _____

Number of c's: _____

Look at the following explanations to see how you did.

If you scored mostly a's

Without other people you completely fall apart. One day you may really find yourself on a desert island with only a parrot for company – so find out how to have fun by yourself now, before it is too late!

If you scored mostly b's

You cope quite well with being alone – but you do not really make the most of it. Try taking a break from the TV and try some activities from books for a rainy day – you will soon see what you have been missing!

If you scored mostly c's

You are obviously a natural 'by yourselfer' and will go on to achieve great things. Books are your friends and your imagination your inspiration!

What do you think of the result? Is it a true reflection of how you feel?

Express your opinion.

Now share your results with your group. Allow each person an opportunity to talk and listen carefully to one another. Share what the result was, and how you feel about it. Your educator will be assessing your ability to listen and show respect to one another during this part of the activity.

Educator's Assessment Chart:

Criteria	1	2	3	4
Ability to transfer	Could not	Fair – able to do	Good	Excellent – no help

information onto graph	grasp concept	with some assistance		required
Teamwork – participation listening, showing respect for each other	Poor	In some contexts only	Good	Excellent

Assessment

Learning Outcomes(LOs)
LO 1
LISTENING The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.
Assessment Standards(ASs)
We know this when the learner:
1.3 understands oral description:
1.3.3 notes relevant information;
1.5 respects other learners:
1.5.1 gives other learners a chance to speak;

1.5.2 listens to them and encourages their attempts to speak their additional language.

LO 2

SPEAKINGThe learner will be able to communicate effectively in spoken language in a wide range of situations.

We know this when the learner:

2.1 interacts in additional language:

2.1.2 sustains a conversation on a familiar topic;

2.1.3 expresses an opinion and gives reasons for it;

2.1.4 expresses feelings;

2.3 uses additional language to communicate information:

2.3.5 talks about an issue with preparation;

2.5 shows awareness of the way language constructs knowledge and identity and positions people:

2.5.1 begins to look critically at naming practices (e.g. women taking their husbands' surnames, etc.)

LO 5

THINKING AND REASONINGThe learner will be able to use language to think and reason, and access, process and use information for learning.

We know this when the learner:

5.2 uses language for thinking:

5.2.2 sequences things according to criteria;
5.4 transfers information from one mode to another:
5.4.2 uses information from a visual or written text to create a graph or chart, or label a diagram.

Memorandum

This activity allows learners to assess whether or not they manage well, being by themselves or not. Learners must answer questions and then plot the answers on a graph. Start by reading through the questions with the class. This part of the activity must be done individually. Learners may not talk or discuss answers, and they must answer each question. Once this part is complete, learners must plot their answers on the graph.

Then learners can read the explanations and see what the interpretation of their answers is. The next part of the activity asks them to express an opinion about the result: learners can comment on whether they agree or not and why.

Divide the class up into groups of four. In these groups, learners must share what their result was and whether or not they agree. Each member of the group must be given a chance to speak and the other members must show respect by listening and responding appropriately. Walk around and listen carefully as the groups work so that you can complete the Educator's Assessment Chart.

To read fiction and non-fiction at an appropriate level

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 6

Module 37

TO READ FICTION AND NON-FICTION AT AN APPROPRIATE LEVEL

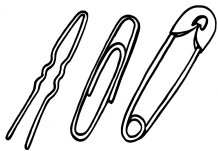
Activity 1:

To read fiction and non-fiction at an appropriate level [LO 3.7.1]

To demonstrate an expanding reading vocabulary [LO 3.8.3]

We are focusing on your ability to read and understand what you are reading in this next activity. Read through the story carefully and then answer the questions that follow.

Remember Annie Oakley? She invented a way of life to solve a problem in her life and it made her rich and famous. Read about some other people who used their common sense.



Why don't you invent it?

Bright ideas come to all of us once in a while.

The trouble is, we often fail to give them a second thought.

As a result, many useful ideas go to waste.

Not very long ago a man named O'Sullivan was working at a bench in a factory. The vibration from the old machines jarred his nerves. He decided to bring a rubber mat to work. He stood on it, and found that the trouble stopped.

Two days later he could not find the mat. Some fellow worker liked O'Sullivan's idea. In fact, he liked it so much he had taken the mat. O'Sullivan brought another mat. This one was also removed. He brought a third mat. But this time he cut out two pieces of rubber. These he nailed to the heels of his boots. And it worked. The vibrations did not bother him. O'Sullivan had the sense to understand the value of his invention. Soon he had put rubber heels on the market.

They made him rich. Ideas like that can be worked out by anyone. One does not have to be an expert in some technical field to do it. Often the expert is trapped by his own knowledge. He might think the idea is not worthwhile. His point of view might be too technical. He would not think along simple lines but someone fresh in the subject can make an idea work.

Elias Howe, son of a farmer, also came up with a sharp idea. No-one had thought of an eye in the point of a needle. It would be all wrong. But it worked! The result was the lockstitch sewing machine.

Ideas do not always spring up ready-made and cut to fit. They can be the result of curiosity. A man once watched his wife pinning up her long hair with hairpins. She would put a little kink into each prong. Then she would stick in the pin. His curiosity was aroused. "Why the kinks?" he asked.

"To keep the things from slipping out," he was told.

The man was smart enough to make this idea pay. Some time later he put a hairpin on the market. It had three or four kinks in each prong. He made a

fortune. Yet no one could say that he was an inventive genius.

An idea does not have to be inventive in order to sell. Before safety matches were used, a matchbox had a strip of sandpaper on both sides. One day a man was about to throw away an empty box. He saw that one striking side was as good as new. He asked about costs of sandpaper. He found out how much of it was used in the match trade. Then he decided to sell his idea.

It took a great deal of knocking on doors, but he managed to see a top executive. The man made it clear that he had an idea that would save the match company about \$250 000 a year. He would tell the company his idea – if it would pay him \$15 000 a year for the rest of his life.

The experts of the company had been looking for some means to save money. But they had not thought of sandpaper on only one side of each box. The amount of sandpaper used would be cut in half. The idea was put to work. The man received the reward he had asked for.

It is inspiration that is most important. Hundreds of bright ideas must have been lost, simply for the lack of a few minutes' thought.

So the next time you hear someone say, "I wish they would think up a gadget that would..." why don't *you* think of one before they do?

How well did you read? Answer the following questions by underlining the correct answer.

What did the author say?

1. Many useful ideas go to waste because we . . .

- a. fail to give them a second thought;
- b. cannot work them out properly;
- c. do not know how to sell them.

2. An expert in a field often cannot make an idea work because he does not . . .

- a. think along simple lines;

- b. believe the idea worthwhile;
- c. both A and B.

Do you remember what you read?

3.Elias Howe had an idea that led to the development of . . .

- a. hairpins with kinks in them;
- b. lockstitch sewing machines;
- c. rubber heels.

4.The man with the idea about matchboxes found that getting someone to listen to him was . . .

- a. endless trouble;
- b. not much trouble;
- c. no trouble.

5. For saving a match company money, the man received . . .

- a. \$15 000 a year;
- b. \$250 000;
- c. \$250 000 a year.

How well do you reason?

6. The fact that someone took O'Sullivan's mats showed that . . .

- a. someone hated O'Sullivan;
- b. O'Sullivan had a good idea;
- c. mats don't belong in a factory.

You can often tell the meaning of a word by reading the words around it.
Find the word in the paragraph shown in brackets that best fits the meaning.
Write the word on the line provided.

- **something newly thought up** (4) _____

8. **deserving of time or effort** (5) _____

9. **small, useful object or machine** (13)_____

10. What kitchen gadget do you consider to be the most brilliant invention?
Give a reason for your answer.

Make up your own mind.

Educator's Assessment Chart:

Criteria	1	2	3	4
Reading	Cannot do	Reasonable	Reads well with correct phrasing, inflection and pace in most instances.	Reads excellently with correct phrasing, inflection and fluency, is totally in control of pace.
Answers to the text	0 – 2Unable to answer.	3Requires prompting.	4 – 6Shows insight in most answers.	7 – 10Answers with full insight.

Assessment

LO 3
READING AND VIEWING The learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.
We know this when the learner:
3.7 reads for pleasure:
3.7.1 reads much fiction and non-fiction at an appropriate reading and language level;
3.8 uses reference books and develops vocabulary:
3.8.2 uses a dictionary;
3.8.3 demonstrates a reading vocabulary of between 3 000 and 5 000 common words.

Memorandum

This activity focuses on reading and understanding elements of stories. The passage provided can be read aloud by some students and you can make use of the Assessment Chart to assess the reading. Once you have read through the passage at least twice with the class, allow them to answer the questions by underlining the correct answer

The answers are as follows:

What did the author say?

1. Many useful ideas go to waste because we

a. fail to give them a second thought

2. An expert in a field often cannot make an idea work because he does not

c. both A and B

Do you remember what you read?

3. Elias Howe had an idea that led to the development of

b. lockstitch sewing machines

4. The man with the idea about matchboxes found that getting someone to listen to him was a. endless trouble

5. For saving a match company money, the man received

a. \$15 000 a year

How well do you reason?

6. The fact that someone took O'Sullivan's mats showed that

b. O'Sullivan had a good idea

You can often tell the meaning of a word by reading the words around it. Find the word in the paragraph shown in brackets that best fits the meaning. Write the word on the line provided.

7. something newly thought up (4) invention

8. deserving of time or effort (5) worthwhile

9. small, useful object or machine (13) gadget

Make up your own mind.

10. What kitchen gadget do you consider to be the most brilliant invention? Give a reason for your answer.

Learners must express their opinion in this question but compare the ideas in the class.

To show development in the ability to write a poem

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 6

Module 38

TO WRITE CREATIVELY

Activity 1:

To show development in the ability to write a poem [LO 4.3.1]

To write a rough draft and rewrite it [LO 4.5.1]

It is time to turn our focus to some writing – creative writing. We are going to write a poem in this activity, but not just any poem. We are going to write an ACROSTIC poem! This acrostic poem is going to be about you, and we are each going to use our names to write this poem.

Have a look at the example below:

Multi-talented

Alive

Reliable

Inquisitive

Loving

Young

Note-worthy

Make use of the block below to write the rough draft of the acrostic poem about you. Think about the things we have discussed in the module so far – your looks, your likes, dislikes, opinions, hopes, dreams, etc. There are so many things that make you unique, so mention some of them in your poem. Remember, if you are battling to find a describing word that starts with a particular letter, make use of your dictionary – it may give you some ideas.

Once you have completed your rough draft, create your final copy on this page. Make use of colour and fancy letters to make your name stand out. Decorate your page when you are done.

Educator's Assessment Chart:

Criteria	1	2	3	4
Spelling and punctuation	Difficult to decipher	Still developing –	Good – very few errors	Excellent – no errors
Creativity	Predictable, no new ideas.	Still developing, few original ideas	Good, some original ideas	Excellent, original ideas
Neatness	Untidy	Presentation	Good presentation	Excellent presentation, great care taken

Assessment

LO 4

WRITINGThe learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

We know this when the learner:

4.1 writes to communicate information:

4.1.2 writes a description of a person, object or simple process;

4.1.4 expresses an opinion and gives reasons for it;

4.2 writes for social purposes:

4.2.2 identifies some differences between formal and informal style;

4.3 writes creatively:

4.3.1 shows development in the ability to write poems, stories, play scripts and dialogues (e.g. by using poetic devices).

4.5 understands the writing process and uses developing knowledge of language structure and use:

4.5.1 writes rough drafts, reads them critically, gets feedback from the teacher and classmates, and rewrites;

4.5.3 edits writing, using knowledge of structure (e.g. grammar, spelling, punctuation) and tools.

Memorandum

This activity gives learners the opportunity to write creatively about themselves. They will have to write an acrostic poem using their name. Ensure that learners understand what an acrostic poem is by studying the example provided. Allow them to make sure that there is a block provided for the rough draft. They may brainstorm words and try various combinations of words. Once they have finalized their poem, they must do the final copy in the next block. Encourage them to make it a special page, using colour and fancy letters to make their name stand out. Should time and resources allow, this activity could be extended to the art lesson. Learners could do their poems on large pieces of paper that could be put up for display.

Remind learners to check spelling of words and make dictionaries available to them.
Use the Educator's Assessment Chart to complete your assessment.

To give others a chance to speak

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 6

Module 39

To give others a chance to speak

Activity 1:

To give others a chance to speak [LO 1.5.1]

To show awareness of the way language constructs knowledge and identity and positions people [LO 2.5.1]

Let us continue to focus on names in this activity. Every name is special and has a meaning. We are going to take some time to discover more about your name and how you received your name.

This activity will need some research to be done. You will need to spend some time talking to your family. You may also need to look up some facts in books.

Work through the following questions. At the end of the activity, you will be asked to report back to your group what you have discovered about your name and the naming practices of your family.

Write your full name: _____

Ask your parents the following questions:

1. What does your first name mean?
2. How did your parents choose your name/s?
3. What is the origin of your name? (You may need to look in a name book for this answer if your parents are not sure.)
4. What does your surname mean and can you find the origin of your surname?

4. Any other interesting naming traditions in your family or culture that you have discovered doing your research.

Now you have the opportunity to express your opinion:

5. Do you like your name? YES / NO

6. If you could change your name today, what name would you choose for yourself and why?

7. In South Africa (and most other countries), when a woman is married, she is required to change her surname to that of her husband. What is your opinion of this practice? Do you agree or disagree? (You must be able to explain why for either answer.)

We hope that you learnt many interesting facts about your name and about the naming practices in your family.

It is now time to share these answers and findings with the rest of your class. Once again, you will be speaking to your group. Each member of the group must have an opportunity to speak and respect must be shown to the speaker. Your educator will assess your ability to work as a team during this task.

Educator's Assessment Chart:

Criteria	1	2	3	4
Teamwork – participation listening, showing respect for one another	Poor	In some contexts only	Good	Excellent
Answers to the questions	PoorFew questions answered, very little research	FairMost questions answered, some research done	GoodAll questions answered and researched	ExcellentThorough, well-researched answers

Assessment

Learning Outcomes(LOs)
LO 1
LISTENING The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.
Assessment Standards(ASs)
We know this when the learner:
1.3 understands oral description:
1.3.3 notes relevant information;
1.5 respects other learners:
1.5.1 gives other learners a chance to speak;
1.5.2 listens to them and encourages their attempts to speak their additional language.
LO 2
SPEAKING The learner will be able to communicate effectively in spoken language in a wide range of situations.
We know this when the learner:
2.1 interacts in additional language:
2.1.2 sustains a conversation on a familiar topic;
2.1.3 expresses an opinion and gives reasons for it;
2.1.4 expresses feelings;

2.3 uses additional language to communicate information:
2.3.5 talks about an issue with preparation;
2.5 shows awareness of the way language constructs knowledge and identity and positions people:
2.5.1 begins to look critically at naming practices (e.g. women taking their husbands' surnames, etc.)

Memorandum

This activity continues to focus on names. Learners are required to complete a series of questions about their name. Most of the answers they will be able to obtain from their parents and family. Name books will also be helpful if you have access to them. Start this activity by reading through the questions and ensuring that the learners are aware of what is expected from them. Allocate sufficient time for this activity (about two weeks) and make sure that the learners know when their report-back will be done. Learners must then carry out the research on their own.

Once the allotted time is over, learners must be divided into groups. They must report their findings back to the group. Each member of the group must be given an opportunity to talk and other group members must show respect and listen carefully. There may be a time for questions at the end. Educators should walk around during this report-back time, assessing each group's ability to work as a team and to show respect.

To express an opinion and give reasons

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 6

Module 40

TO EXPRESS AN OPINION AND GIVE REASONS

Activity 1:

To express an opinion and give reasons [LO 4.1.4]

To identify differences between formal and informal style [LO 4.2.2]

To edit writing, using knowledge of structure [LO 4.5.3]

Everybody is entitled to his or her opinion on issues in our society today. This activity is going to focus on your opinion! It will give you the opportunity to express that opinion in writing. Today we are going to compose a letter to our local Member of Parliament to express our opinion about one of the following issues.

- Recycling
- Preserving our environment
- Cruelty to animals
- Computers for all schools

Choose a topic that you feel strongly about. Start by brainstorming your ideas in the block provided for your rough draft. Remember to introduce yourself, explain your opinion and then make suggestions to change or improve the situation. Once your rough draft is finished, look carefully at the basic elements of a letter, and then start your letter in the space provided for your final copy. Be sure to check your spelling and punctuation.

Basic elements of a letter:

Sender's address and code

Date

Recipient's name

Recipient's address and code

Dear Sir/Madam

Subject Line

Introductory paragraph

2nd and 3rd paragraphs

Concluding paragraph

Yours sincerely

Name signed

Educator's Assessment Chart:

Criteria	1	2	3	4
Spelling and punctuation	Difficult to decipher	Still developing	Good – very few errors	Excellent - no errors
Format	Unable to do	Correct format, but still developing	Correct in most instances	Correct throughout
Neatness	Untidy	Presentation inconsistent, greater care needed	Good presentation	Excellent presentation, great care taken

Ability to express an opinion and give reasons it	Unable to do	Reasonable	Good	Excellent
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Assessment

LO 4
WRITING The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.
We know this when the learner:
4.1 writes to communicate information:
4.1.2 writes a description of a person, object or simple process;
4.1.4 expresses an opinion and gives reasons for it;
4.2 writes for social purposes:
4.2.2 identifies some differences between formal and informal style;
4.3 writes creatively:
4.3.1 shows development in the ability to write poems, stories, play scripts and dialogues (e.g. by using poetic devices).
4.5 understands the writing process and uses developing knowledge of language structure and use:
4.5.1 writes rough drafts, reads them critically, gets feedback from the teacher and classmates, and rewrites;

4.5.3 edits writing, using knowledge of structure (e.g. grammar, spelling, punctuation) and tools.

Memorandum

Each learner is required to write a letter to express an opinion in this activity. The letter is to be addressed to the local Member of Parliament. You will have to find out the name and address of your local MP for this activity. The learners have been given four topics to choose from. Read through the topics with the class and have a brief discussion about each one. Once learners have chosen the topic that they would like to write about, allow them to work on their rough draft, brainstorming their ideas and ordering their thoughts.

Discuss the basic elements of a letter with them so that they are able to write their letter in the correct format. The letter must be written in the space provided. Read through the assessment chart with the whole class before they begin.

To recognise words which are often confused

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 6

Module 41

TO RECOGNISE WORDS WHICH ARE OFTEN CONFUSED

Activity 1:

To recognise words which are often confused

[LO 6.4.3]

The last activity of this module focuses on developing your vocabulary. There are many words in the English Language that can easily be confused. Today we shall focus on some of those words.

Complete the following sentences by choosing the correct word. Underline the word you choose. If you are not sure, make use of your dictionary to check meanings.

- I (knew, new) the answer to the question.
- The rugby (practise, practice) was at 2 o' clock.
- We did not want to (loose, lose) the hockey match.
- (Lightening, lightning) flashed across the sky.
- My sister (passed, past) her exams.
- The (principal, principle) of our school is very busy.
- They have found (there, their) missing dog.
- The teacher likes the class to be (quite, quiet) when she is teaching.
- (Where, were) are you going now?
- The (weather, whether) is very unpredictable at the moment.

Well done – that was a challenging exercise. Look carefully at the following words. Make one sentence with each word to indicate the meaning.

Who's :

Whose :

Affect:

Effect:

Its:

It's:

Two:

Too:

Educator's Assessment Chart:

Criteria	1	2	3	4
Choosing correct words	Unable to complete.	Requires prompting.	Shows insight in most instances.	Completed with full insight.
Accuracy of sentences	Poor	Starting to understand	Good	Excellent

Assessment

LO 6

LANGUAGE STRUCTURE AND USE The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

We know this when the learner:

6.4 develops own vocabulary:

6.4.3 recognises words which are often confused.

Memorandum

In this module we are focusing on developing vocabulary and ensuring that learners can tell the difference between words that are often confused in English.

In the first part of the activity, learners must select the correct word. In the second part of the activity, learners must write sentences to indicate that they understand the difference between the words.

Before allowing them to start, discuss each pair of words with the class, allowing them to give you examples of the correct way to use the words. Once learners have discussed all the words, allow them to complete the activity individually.

The answers are as follows for the first part of the activity:

1. I (**knew**, new) the answer to the question.
2. The rugby (practise, **practice**) was at 2 o' clock.
3. We did not want to (loose, **lose**) the hockey match.
4. (Lightening, **Lightning**) flashed across the sky.
5. My sister (**passed**, past) her exams.
6. The (**principal**, principle) of our school is very busy.
7. They have found (there, **their**) missing dog.
8. The teacher likes the class to be (quite, **quiet**) when she is teaching.

9. (**Where**, were) are you going now?
10. The (**weather**, whether) is very unpredictable at the moment.

In the second part of the activity, the sentences written by the learners must show that they understand the meaning of the words. Make use of the Educator's assessment Chart to complete your assessment.

Perhaps they can work out a way of remembering the spelling? (Mnemonic)

To use language for thinking

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 6

Module 42

TO USE LANGUAGE FOR THINKING

Activity 1:

**To read non-fiction at an appropriate reading and language level
[LO 3.7.1]**

To answer and ask some complex questions [LO 5.2.1]

Read the following passage carefully, and then answer the questions in full sentences whenever possible.

Fire

Since the beginning of time the human race has been fascinated by fire, one of the elements of nature. Our ancestors knew nothing about fire. They thought it was something magical.

From the Greek mythology we learn that Zeus, the father of the gods, and also the god of thunder, became angry with mankind and as punishment he hid their most important tool, fire, from them. Prometheus, a demigod, decided that the punishment was too cruel to his human friends and in defiance to Zeus, he stole a lightning bolt from the heavens, thus returning fire to man.

During the Stone Age a caveman rubbed two stones together to see which would make the harder tool. The friction between the stones accidentally caused sparks and set fire to the grass nearby. Other ways to produce a spark were discovered by rubbing two dry sticks together, or to twist a dry twig very fast in a hollowed-out stone. The friction caused enough heat to produce sparks.

Mankind depended on fire to keep them warm and to cook their meals, but it also became a great enemy to man. History tells many stories of terrible fires. One of the earliest great fires destroyed the city of Troy and the worst destruction of books took place in Alexandria when the library burnt down. In 1666 a large part of London was devastated by fire.

On 1 February 2003 all seven astronauts died when their US space shuttle Columbia broke into pieces shortly before its scheduled landing. The accident was caused when the specially designed tiles were ripped off and the friction caused by this gave rise to an extreme rise in temperature.

1. Name one of the other elements of nature, other than fire. (1)
2. What is the meaning of the word *mythology*? (1)
3. What is the meaning of the word *defiance*? (1)
4. Can you think of another word that ends in *-ology*? (1)
5. Who was the father of the gods? (1)
6. Explain the word *demigod*. (1)
7. How did Prometheus return fire to mankind? (1)
8. What is the opposite of the word *harder*? (1)
9. Why did man need fire? (1)
10. Name two instances where fire became an enemy of man. (2)
11. Find a word in the passage that has the same meaning as *devastated*. (1)
12. How was fire made in the Stone Age? Who still uses this technique today? (2)
13. Why was burning a library such a tragedy? (2)

TOTAL: (16)

Educator's Assessment Chart:

Criteria	1	2	3	4
Reading	Reads	Reads	Good.	Excellent.

	haltingly without phrasing, pausing and understanding	haltingly, but becoming aware of phrasing and pausing. Correct pace developing	Reads with correct phrasing, inflection and pace in most instances	Reads with correct phrasing, inflection and fluency, and is totally in control of pace
Answers to the text	0 – 4 Unable to answer	5 – 8 Requires prompting	9 – 12 Good. Shows insight in most answers	13 – 16 Excellent. Answers with full insight

Assessment

LO 3
READING AND VIEWING The learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.
We know this when the learner:
3.1 understands some elements of stories:
3.1.1 understands title, setting and plot (e.g. says why things happened in the way they did);
3.1.3 identifies and discusses social and ethical issues in the story;

3.2 understands, in a simple way, some elements of poetry:
3.2.1 rhyme;
3.2.3 words which imitate their sound;
3.3 reads for information:
3.3.4 reads texts across the curriculum (History);
3.7 reads for pleasure:
3.7.1 reads much fiction and non-fiction at an appropriate reading and language level;
3.8 uses reference books and develops vocabulary:
3.8.2 uses a dictionary.
LO 5
THINKING AND REASONING The learner will be able to use language to think and reason, and access, process and use information for learning.
We know this when the learner:
5.1 uses language across the curriculum:
5.1.2 extracts information from materials used in History;
5.2 uses language for thinking:
5.2.1 answers and asks some more complex questions;
5.2.3 analyses the features of things in order to classify them;
5.2.6 expresses cause and effect;
5.2.7 discusses advantages and disadvantages and writes about them;

5.3 collects and records information in different ways:
5.3.1 carries out some simple research.

Memorandum

This activity focuses on reading and comprehension skills. Learners must read through the passage on fire and then answer the questions that follow. Educators can make use of this opportunity to assess some of the learners on their reading ability by asking them to read the passage aloud to the class. Once the passage has been read through at least twice, read through the questions with the learners and then allow them to complete the questions on their own. Remind them to make use of full sentences wherever possible.

1. Another element of nature is water / wind / snow.
2. The meaning of the word 'mythology' is 'body of myths, especially relating to particular person or subject'.
3. The meaning of the word 'defiance' is 'challenge to fight or maintain or cause open disobedience'.
4. Another word that ends in -ology is sociology / zoology / psychology.
5. The father of the gods was Zeus.
6. A 'demigod' is a 'partly divine being, offspring of a god and mortal, person who seems to have god-like powers'.
7. Prometheus stole a lightning bolt from heaven to return fire to mankind.
8. The opposite of 'harder' is 'softer'.
9. Mankind needed fire to keep them warm and to allow them to cook their meals.
10. Fire became an enemy of man when the city of Troy was destroyed and when a library burnt down in Alexandria.
11. A word with the same meaning as 'devastated' is 'destroyed'.
12. In the stone-age, fire was made by rubbing two stones together to produce sparks, or by rubbing two dry sticks together. The Khoisan still use this method today.
13. Learners must comment on the value of books.

Make use of the Educator's Assessment Chart to complete your assessment.

To use a dictionary

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 6

Module 43

TO USE A DICTIONARY

Activity 1:

To use a dictionary

[LO 3.8.2]

Let us take a look at some words that start with the word *fire-*.

We want to develop our vocabulary in this exercise. It is important to build up your vocabulary so that you learn to use the right word in the right place.

Once you have matched the words below with the correct picture, you will be asked to use the words in sentences.

You will therefore need to understand what each word means. If you are unsure about a word, look it up in the dictionary before you write your sentence.

Write a sentence using each word correctly.

- Firearm
- Firebird
- Fire-fighter
- Fireworks
- Fire-extinguisher
- Fire-engine
- Fire-break
- Fire-escape
- Fire station
- Fire-eater

Educator's Assessment Chart:

Criteria	1	2	3	4
Matching of correct vocabulary	Assistance required	In some contexts only	Good	Excellent
Correctness of sentences	Requires assistance	Reasonable sentences	Good. Correct, simple sentences	Excellent. Correct, imaginative sentences
Neatness	Cannot be read	Reasonable	Good presentation	Excellent presentation; great care taken

Assessment

LO 3
READING AND VIEWING The learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.
We know this when the learner:
3.1 understands some elements of stories:
3.1.1 understands title, setting and plot (e.g. says why things happened in the

way they did);
3.1.3 identifies and discusses social and ethical issues in the story;
3.2 understands, in a simple way, some elements of poetry:
3.2.1 rhyme;
3.2.3 words which imitate their sound;
3.3 reads for information:
3.3.4 reads texts across the curriculum (History);
3.7 reads for pleasure:
3.7.1 reads much fiction and non-fiction at an appropriate reading and language level;
3.8 uses reference books and develops vocabulary:
3.8.2 uses a dictionary.

Memorandum

In this activity, we focus on developing the learner's vocabulary. The first part of this activity deals with words or phrases that begin with the word *fire-*. The learners must match the correct word to the correct picture. They are then asked to use these words in sentences to indicate the correct meaning of the word. Remind the learners that their sentences must start with capital letters and end with full stops. If you have access to dictionaries, these should be made available to the learners to look up the words that they are unsure of.

Make use of the Educator's Assessment Chart to complete your assessment.

To express an opinion with reasons

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 6

Module 44

TO EXPRESS AN OPINION WITH REASONS

Activity 1:

To encourage other group members to support fellow learners [LO 1.5.3]

To express an opinion with reasons [LO 2.1.3]

In this activity, you are going to work in groups of four. Your educator will divide you into groups. There are four different sections in this task that you will be asked to discuss in your group. Each member of the group will be asked to report back on a different section. As you work together in your group, ensure that you listen carefully to one another and that you allow your co-learners an opportunity to express their viewpoint. You will each be required to speak for one minute.

Part one: Discuss what correct procedure to follow when a building is on fire and you are inside it. Make a list of what you should do, in the correct order.

Part two: Now look at your list of things to do when a fire breaks out in a building you are in, and then apply this list to the following three buildings:

- A hospital
- A school

- A home for the aged

Consider the following: What would change in your list of things to do? What special conditions would you have to consider? What problems would you face? How would you keep track of everybody? Who should be responsible for what? etc.

Make notes:

- Hospital:
- School:
- Home for the aged:

Now that you have completed your group discussion, allocate a different section to each member of your group. Decide who is talking about:

1. General procedure when a fire breaks out
2. Fire in a hospital
3. Fire in a school
4. Fire in a home for the aged

Each group will have an opportunity to share its thoughts. Study the rubric below to ensure that you are prepared.

Educator's Assessment Chart:

Criteria	1	2	3	4
Enunciation	Poor	Reasonable	Good	Excellent
Eye-contact	None	Very little	Good. Maintained through most of the talk	Excellent. Maintained throughout the talk

Pace	Falters often, making it difficult to follow	Not consistent	Good flow	Excellent flow
Creativity	Predictable, no new ideas	Still developing, a few original ideas	Good, some original ideas	Excellent, original and entertaining

Assessment

Learning Outcomes(LOs)
LO 1
LISTENING The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.
Assessment Standards(ASs)
We know this when the learner:
1.5 respects other learners:
1.5.3 encourages other group members to support fellow learners.
LO 2
SPEAKING The learner will be able to communicate effectively in spoken language in a wide range of situations.
We know this when the learner:

2.1 interacts in additional language:
2.1.3 expresses an opinion and gives reasons for it;
2.2 acts in culturally appropriate ways:
2.2.1 role-plays some familiar situations using appropriate language and actions.

Memorandum

This is a group activity that focuses on the learners' ability to interact in a group and to listen to one another. There are four sections to be discussed. The group will discuss all four sections, but one learner from each group will report back on each section on behalf of the group. Each member of the group must speak for one minute.

Read through the task with the learners before they begin. Discuss broadly what they should consider when discussing the correct fire procedure to follow. Ensure that they have sufficient time to discuss all four topics and to prepare their presentation for the class. Read through the rubric with the class. Ensure that they understand what enunciation and eye-contact mean.

To identify and discuss a social issue

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 6

Module 45

TO UNDERSTAND SOME ELEMENTS OF STORIES

Activity 1:

To identify and discuss a social issue [LO 3.1.3]

To discuss advantages and disadvantages and write about them [LO 5.2.7]

This activity focuses on your reading and understanding skills, but you will also be asked to express your opinion and to interact with your group members again. The following passage deals with a controversial issue – *Should wildfires be allowed to burn, or should we put them out?* An article on this topic appeared in *The World* magazine about fires that occurred in the United States of America. Many readers responded to the articles, some expressing a fiery opinion! Read what they had to say:

Wildfires: Should We Let Them Burn or Put Them Out?

1. Eric Cannot, California

What right do we have to interfere with nature? Our interference with it will cost us our health and freedom. I feel that nature-started fires should be left to burn themselves out. These fires have much more energy because of the dead wood and other combustibles. Natural fires should be allowed to burn, unless they are a threat to human life or property.

1. Solveigh Argeseanu, Illinois

Wildfires should be allowed so that the dead plants cannot accumulate to the point where an accidental fire could become a danger. The fires that are allowed to burn should be watched closely and they should be extinguished as soon as unfavourable weather conditions such as strong winds arise.

1. Elizabeth Layne, Montana

When a fire, for any reason, begins close to a populated area, it should be put out immediately. If a fire starts elsewhere, it should be left alone. There should be a certain time when fires are allowed to burn, like every 20 years or so. Not only would it prevent dead wood from piling up, but it would also allow the park to "stay alive".

1. Tiffany Tenney, Delaware

I think all forest fires should be put out because if a fire were allowed to burn, wildlife would be endangered. Also, homes and trees would be destroyed. I think if people want to minimize forest fires, they could attach fire prevention containers to trees in a forest. Each container could have a fire blanket, a small fire extinguisher and a radio that will warn a firehouse if there is a fire. If you saw a fire starting, you could easily put it out. If it were too big, you could signal someone. The containers would be animal proof and waterproof.

Answer the following questions about this passage by writing TRUE, FALSE or NOT ENOUGH EVIDENCE

- a. Eric Cannot is in favour of natural fires.
- b. Solveigh Argeseanu suggests that allowing dead plants to accumulate can make fires extremely dangerous.
- c. Elizabeth Layne suggests that a fire should be allowed to burn every ten years.
- d. All the readers agree that a natural fire should be allowed to burn.
- e. All the readers agree that fires caused by humans should be put out.
- f. Tiffany Tenney is against fires, as she fears for the life of wild animals.
- g. Solveigh Argeseanu suggests that we start fires but that they must be supervised carefully.
- h. All the readers are concerned about fires that endanger human life.

This is an interesting debate! What is your opinion? Write your thoughts below.

In your groups, share your opinion. Allow everybody a chance to share and listen carefully to one another. Fill in the table below. Decide what the PROs and CONs are of letting wildfires burn. Your educator may ask you to share your group’s opinions with the class.

PROS	CONS

Educator’s Assessment Chart:

Criteria	1	2	3	4
Reading	Cannot do	Reads reasonably, becoming aware of phrasing and pausing, correct	Reads with correct phrasing, inflection and pace in most instances	Reads with excellent phrasing, inflection and fluency and is

		pace developing		totally in control of pace
Answers to the text	Unable to answer	Reasonable	Shows good insight	Answers excellently with full insight
Teamwork – participation listening, showing respect for each other	Unable to do	In some contexts only	Good	Excellent

Assessment

LO 3
READING AND VIEWING The learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.
We know this when the learner:
3.1 understands some elements of stories:
3.1.1 understands title, setting and plot (e.g. says why things happened in the way they did);
3.1.3 identifies and discusses social and ethical issues in the story;

3.2 understands, in a simple way, some elements of poetry:
3.2.1 rhyme;
3.2.3 words which imitate their sound;
3.3 reads for information:
3.3.4 reads texts across the curriculum (History);
3.7 reads for pleasure:
3.7.1 reads much fiction and non-fiction at an appropriate reading and language level;
3.8 uses reference books and develops vocabulary:
3.8.2 uses a dictionary.
LO 5
THINKING AND REASONING The learner will be able to use language to think and reason, and access, process and use information for learning.
We know this when the learner:
5.1 uses language across the curriculum:
5.1.2 extracts information from materials used in History;
5.2 uses language for thinking:
5.2.1 answers and asks some more complex questions;
5.2.3 analyses the features of things in order to classify them;
5.2.6 expresses cause and effect;

5.2.7 discusses advantages and disadvantages and writes about them;
5.3 collects and records information in different ways:
5.3.1 carries out some simple research.

Memorandum

This activity focuses on the learners' ability to read, and understand what they are reading. In addition to this, they will also be asked to express their opinion and to interact in their groups. Read through the passages with the class. Some learners can read aloud for the class – this will allow you the opportunity to assess their reading. Once the articles have been read through at least twice, allow learners to answer the questions that follow.

The answers are as follows:

1. TRUE
2. TRUE
3. FALSE
4. FALSE
5. NOT ENOUGH EVIDENCE
6. TRUE
7. TRUE
8. NOT ENOUGH EVIDENCE

After answering the questions, learners are asked to express their own opinion about the issue. Allow them to write their thoughts in the block provided. Encourage them to use full sentences and to check their spelling.

Learners must then explain their opinion to the members in their group. Every member of the group should be given the opportunity to share. Then group members must list the pro's and cons of allowing fires to burn, in the table provided. Should time allow, learners could share their findings with the class.

To develop an own vocabulary

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 6

Module 46

TO DEVELOP AN OWN VOCABULARY

Activity 1:

To analyse the features of things in order to classify them [LO 5.2.3]

Let us look at some 'fiery' words! The following words could be used to describe fire or flames. Decide whether you think the words could be used when describing *small*, *medium* or *large* flames. Write the word in the correct column. If you are unsure about the meaning of a word, look it up in a dictionary.

destroy; glow; spark; devour; roar; flicker; splutter; blaze; spurt; lick; leap; spread; flare; crackle; flame; smoulder.

[illegible]

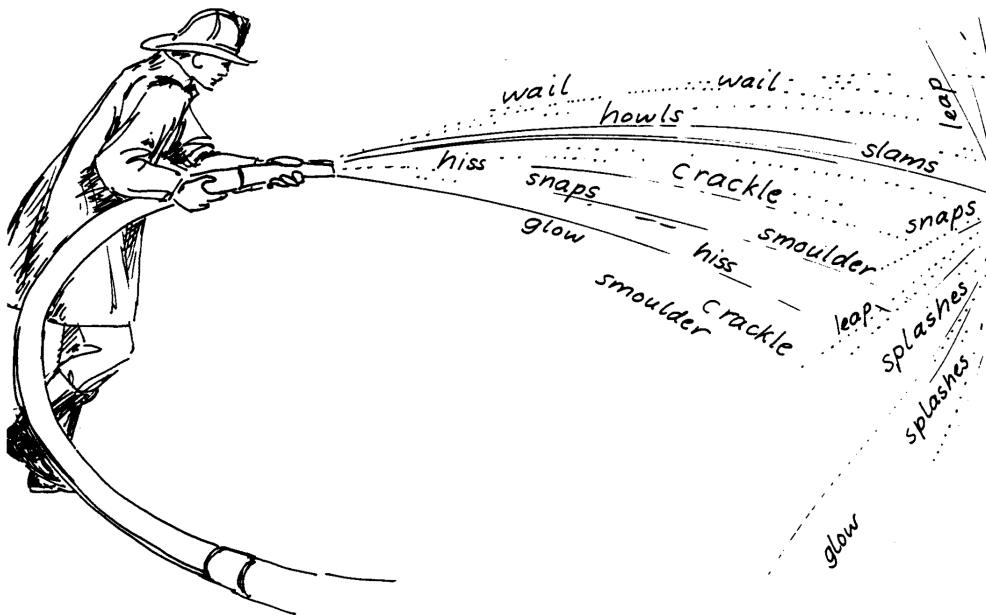
Can your group think of any other words that could be added to the columns? Write them in the correct column.

Shakespeare was a writer who always used just the right word for the right occasion. You need to practise this skill. In English, there are many words to describe one thing, but they are used in different contexts.

From now onwards, try to use the right words all the time and try not to repeat the same word. In this way your vocabulary will grow. Then your language skills will grow and then your confidence will grow and then . . .

Look back at the original list of words. Arrange these words in alphabetical order:

Match words squirting from the fireman's hose with the words below the picture to form descriptive word pictures.



sirens; steam; a twig; the wind; a door; flames; water; ashes; fires; coals

Educator's Assessment Chart:

Criteria	1	2	3	4
Accuracy of answers	Could not do	Reasonable response	Good	Excellent
Correct arranging of words in alphabetical order	Cannot do	In some contexts only	Good	Excellent
Neatness	Does not present neat work	Presentation reasonable	Good presentation	Excellent presentation, great care taken

Assessment

LO 5
THINKING AND REASONING The learner will be able to use language to think and reason, and access, process and use information for learning.
We know this when the learner:
5.1 uses language across the curriculum:
5.1.2 extracts information from materials used in History;
5.2 uses language for thinking:
5.2.1 answers and asks some more complex questions;

5.2.3 analyses the features of things in order to classify them;
5.2.6 expresses cause and effect;
5.2.7 discusses advantages and disadvantages and writes about them;
5.3 collects and records information in different ways:
5.3.1 carries out some simple research.

Memorandum

This activity focuses on developing vocabulary. The learners are given a list of words. They must decide whether the words best describe small, medium or large flames. Read through the words with class before they begin. Learners must look up words they do not understand in a dictionary. This activity could also be done in groups. This would give learners the opportunity to discuss the words and to decide together. Here is an example of how the table could be filled in. Learners may have a different opinion about the words.

LARGE FLAMES	MEDIUM FLAMES	SMALL FLAMES
Destroy	flame	Glow
Devour	crackle	Spark
Roar	flare	Flicker
Leap	spurt	Smoulder
Blaze	lick	Splutter
Spread		

Learners are also encouraged to add some more words to the table. These words can be shared with the class so that everybody has the opportunity to fill their tables.

The next part of the activity tests the learners' ability to arrange words in alphabetical order. Learners must refer back to the original list of words and arrange them in the table provided.

1. blaze
2. crackle
3. destroy
4. devour
5. flame
6. flare
7. flicker
8. glow
9. leap
10. lick
11. roar
12. smoulder
13. spark
14. splutter
15. spread
16. spurt

The last part of this activity requires the learners to match words to make descriptive word pictures. This is another section that could be done in groups or in partners.

- Sirens wail
- a twig snaps
- a door slams
- water splashes
- fires crackle
- steam hisses
- the wind howls
- flames leap
- ashes smoulder
- coals glow

Make use of the Educator's assessment Chart to complete your assessment.

To understand some elements of stories

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 6

Module 47

TO UNDERSTAND SOME ELEMENTS OF STORIES

Activity 1:

To understand title setting and plot e.g. says why things happened in the way they did

[LO 3.1.1]

This activity will focus on your ability to read a passage and to understand what you are reading, not by answering questions about it, but by whether you can pick up the main idea of the passage, and then fill in the missing words.

Read the following passage *carefully*.

Fill in the missing words by choosing the correct word from the list provided.

While Peter and his mother were out shopping, they heard a man

shout, "Look, there's a fire!" Everyone ran down the

_____. There was a house with _____ and smoke

coming out of the _____. Everyone watched as the

firemen unrolled _____ and put up _____. Some

firemen took hoses and ran up the ladders and spurted long jets of

_____ into the flames. Soon the fire was_____,
 but there was a strong _____ of smoke and the house
 looked blackened and _____. Because of the
 _____ actions of the fire department the house did not
 burn to the ground.

burnt / quick / windows / flames / road / fire hoses /
 water / out / smell / ladders /

Well done! Now let us take it one step further. Using your imagination, write about what you think happened just before Peter and his mom saw the house on fire. Consider the following before you start writing: Who lived in the house? How did the fire start that day? Who was home?

Write your story on a sheet of paper after planning first in rough.

Give the story a title: _____

Educator's Assessment Chart:

Criteria	1	2	3	4
Accuracy of answers	Could not do	Reasonable response	Good	Excellent
Spelling and punctuation	Poor – difficult to decipher	Still developing – many errors	Good – very few errors	Excellent - no errors

Creativity	Poor, predictable, no new ideas	Still developing, very few original ideas	Good, some original ideas	Excellent, original ideas
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Assessment

LO 3
READING AND VIEWING The learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.
We know this when the learner:
3.1 understands some elements of stories:
3.1.1 understands title, setting and plot (e.g. says why things happened in the way they did);
3.1.3 identifies and discusses social and ethical issues in the story;
3.2 understands, in a simple way, some elements of poetry:
3.2.1 rhyme;
3.2.3 words which imitate their sound;
3.3 reads for information:
3.3.4 reads texts across the curriculum (History);

3.7 reads for pleasure:
3.7.1 reads much fiction and non-fiction at an appropriate reading and language level;
3.8 uses reference books and develops vocabulary:
3.8.2 uses a dictionary.

Memorandum

This activity focuses on the learners' ability to read and to pick up what the passage is about. Allow learners to read the passage through on their own and to fill in the missing words. Once they have completed all the answers, they can read the passage aloud to each other to check that their story makes sense.

While Peter and his mother were out shopping, they heard a man, shout,

"Look, there's a fire." Everyone ran down the **road**. There

was a house with **flames** and smoke coming out of the

windows. Everyone watched as the firemen unrolled

fire hoses and put up **ladders**.

Some fireman took hoses and ran up the ladders and spurted long jets of

water into the flames. Soon the fire was

out, but there was a strong **smell** of

smoke and the house looked blackened and **burnt**.

Because of the **quick** actions of the fire department the house

did not burn to the ground.

Once the learners have read through the story, they have to make up a story that describes what happened just before Peter and his mother noticed the fire. Have a discussion with the class before allowing them to start writing. Remind them to consider aspects like who the owners of the house were, where they were, how the fire started, whether there was anybody / any pets in the house at the time, who called the fire department etc. Learners must also give the story a title. Read through the Educator's Assessment Chart so that they know what they are being assessed on.

To communicate information

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 6

Module 48

TO COMMUNICATE INFORMATION

Activity 1:

To express an opinion and give reasons for it [LO 4.1.4]

To carry out a simple research [LO 5.3.1]

Have you ever wondered just what you would do if your house caught fire? What would you try to rescue first? Take some time to think about this now.

List the three most valuable possessions you would take with you if your house caught fire, and give reasons for your decisions. (Remember to check your spelling!)

Now conduct a survey in your family. Ask three other people what they would take with them if the house were to catch fire. Record your findings in the table below. Your educator may ask you to share some of your findings with the class.

NAME OF PERSON ASKED	POSSESSION	REASON
1.		
2.		
3.		
4. My choices		

- Educator's Assessment Chart:

--	--	--	--	--

• Criteria	• 1	• 2	• 3	• 4
• Ability to gather and record information	• Requires constant assistance	• Fair, but assistance still required	• Good, very little assistance required	• Excellent, no assistance required
• Punctuation and spelling	• Poor – difficult to decipher	• Still developing – many errors	• Good – very few errors	• Excellent - no errors

Assessment

LO 4
WRITING The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.
We know this when the learner:
4.1 writes to communicate information:
4.1.4 expresses an opinion and gives reasons for it;
4.2 writes for social purposes:
4.2.1 with a 'frame', writes a simple personal letter;
4.3 writes creatively:
4.3.1 shows development in the ability to write stories, play scripts and dialogues.
LO 5
THINKING AND REASONING The learner will be able to use language to think and reason, and access, process and use information for learning.
We know this when the learner:
5.1 uses language across the curriculum:

5.1.2 extracts information from materials used in History;
5.2 uses language for thinking:
5.2.1 answers and asks some more complex questions;
5.2.3 analyses the features of things in order to classify them;
5.2.6 expresses cause and effect;
5.2.7 discusses advantages and disadvantages and writes about them;
5.3 collects and records information in different ways:
5.3.1 carries out some simple research.

Memorandum

This activity requires learners to think about they would do if their own house burnt down. (Be sensitive to the fact that this may well have happened to somebody in your class. They might like to share their experience with the class if possible.) Learners must decide on the three things that they would choose to take with them. They must also give reasons for their decision. After this part of the activity is complete, learners must ask three other people in their family, or close environment, the same question. They must fill the answers in on the table provided. This will require a bit of time so be sure to allocate sufficient time for the learners to do the survey, and to record the answers. Give them a deadline before they start the activity.

Once they have completed the survey, allow some time for learners to share their findings with one another. This could be done as a whole class or in a group situation.

The Educator's Assessment Chart will help you complete your assessment.

To use language forms and structures to communicate orally and in writing

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 6

Module 49

TO USE LANGUAGE FORMS AND STRUCTURES TO COMMUNICATE ORALLY AND IN WRITING

Activity 1:

To use language forms and structures to communicate orally and in writing

[LO 6.2]

There are many idioms in the English language related to fire. Study the pictures and the meanings below very carefully. Then use the idioms to complete the sentences that follow.

Out of the frying pan into the fire



means: to be in deeper trouble now than before

Where there's smoke there's fire



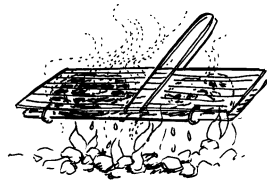
means: there is some truth in every rumour

Too many irons in the fire



means: to have too many things to do

The fat is in the fire



means: now there is going to be a big quarrel

(a) It is difficult to believe that Janet stole money, but where _____

(b) Do not trust Peter. He will help you _____

(c) Our dog bit the neighbour's cat. Now the _____

(d) You can't take up tennis too. You already have _____

The following idiomatic expressions also have to do with fire, flames and heat. Read through them carefully, and then fit them into the sentences to explain their meanings.

add fuel to the flames; spread like wild fire; to fire; burn the midnight oil; go through fire and water; breathed fire and brimstone; playing with fire; out of the frying pan into the fire; fiery speech; the sparks really flew; a bright spark.

a. Your sister is angry. Don't _____ by teasing her.

b. Jenny ought to get full marks in the test. She is such _____ .

c. The news of the president's death _____ when Sue and

Anne quarrelled over the new rugby captain.

- a. You will have _____ James if he keeps on coming to work late.
- b. The sergeant made a _____ in which he urged the soldiers to fight bravely.
- c. If I don't _____, I won't pass the examination.
- d. Your poor advice helped Patrick _____. Now he really is in deep

trouble.

- a. Peter is the only friend who will _____ for me.
- b. Come away from that vicious dog! You are _____ .
- c. My mother _____ when she saw that we had tied tins to the dog's tail.

Well done! You are now going to work in a group again. Your educator will allocate an idiom or idiomatic expression to each group. In your group, decide on the best way to illustrate your idiom. Draw your idiom on a sheet of paper.

Educator's Assessment Chart:

Criteria	1	2	3	4
Matching of correct idioms	Assistance required	In some contexts only	Good	Excellent
Thoroughness	Cannot do	Reasonably done	Thorough; tackled with interest	Extremely thorough; enthusiastically tackled
Neatness	Cannot be neat	Reasonable	Good presentation	Excellent presentation; great care taken
Creativity of illustration	Predictable	Still developing	Good	Excellent, original

Assessment

LO 6

LANGUAGE STRUCTURE AND USE The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

We know this when the learner:

6.2 uses language forms and structures to communicate orally and writing.

Memorandum

This activity focuses on idioms and idiomatic expressions. The first part of the activity requires learners to match the idiom to the correct sentence. The illustrated idioms and meanings are provided. Read through these with the learners. Discuss the illustrations and how they help to communicate the meaning of the idiom. Then allow learners to complete the sentences on their own.

The answers are as follows:

- a. It is difficult to believe that Janet stole money, but where **there's smoke there's fire**.
- b. Do not trust Peter. He will help you **out of the frying pan into the fire**.
- c. Our dog bit the neighbour's cat. Now the **fat is in the fire**.
- d. You can't take up tennis too. You already have **too many irons in the fire**.

The next part of the activity is very similar, but now the meanings and pictures have not been provided. Learners will have to read and think very carefully about the answers. This could be done in groups or individually.

The answers are as follows:

- a. Your sister is angry. Don't **add fuel to the flames** by teasing her.
- b. Jenny ought to get full marks in the test. She is such **a bright spark**.
- c. The news of the president's death **spread like wildfire**.
- d. **The sparks really flew** when Sue and Anne quarrelled over the new rugby captain.
- e. You will have **to fire** James if he keeps on coming to work late.
- f. The sergeant made a **fiery speech** in which he urged the soldiers to fight bravely.
- g. If I don't **burn the midnight oil**, I won't pass the examination.
- h. Your poor advice helped Patrick **out of the frying pan into the fire**. Now he really is in deep trouble.
- i. Peter is the only friend who will **go through fire and water** for me.
- j. Come away from that vicious dog! You are **playing with fire**.
- k. My mother **breathed fire and brimstone** when she saw that we had tied tins to the dog's tail.

The next part of the activity must be completed in groups. Allocate an idiom or idiomatic expression to each group. The group must discuss the idiom, and then decide on the best way to illustrate the idiom. The group must all draw the same picture in the block provided. This could be taken a step further into an art lesson. Learners could illustrate or paint the idiom onto large pieces of paper that could be displayed around the class.

Remember to read through the Educator's Assessment Rubric with the class.

To role-play a familiar situation

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 6

Module 50

TO ROLE-PLAY A FAMILIAR SITUATION

Activity 1:

To role-play a familiar situation [LO 2.2.1]

To write a dialogue [LO 4.3.1]

It is important that we are always prepared to act in an emergency. We need to know whom to call and what information to provide.

This activity will help to prepare you to deal with a situation where you have to report the outbreak of a fire. Your educator will divide you into partners. Start the activity by looking up the correct number to phone in the case of a fire. Record it.

Fire Department: _____

Now we are going to pretend that you are the first *eyewitness* to a fire in a building of your choice. You are going to pretend to make the *call* to the local fire department to report the fire. You and your partner must write the dialogue between the eyewitness and the person who receives the call at the fire department.

Remember that this is an *emergency* call. Give only the necessary information, for example the correct address. First brainstorm your ideas and the information that you would need to communicate. Then write your dialogue.

Now prepare to present your dialogue to the class. Remember to make use of props, like telephones, if you can, and to speak slowly and clearly, but urgently.

Educator's Assessment Chart:

Criteria	1	2	3	4
Format of dialogue	Incorrect – understanding still developing	Correct format still developing	Correct in most instances	Correct throughout
Ability to write appropriate dialogue	Poor	Reasonable	Good	Excellent
Enunciation	Poor	Reasonable	Good	Excellent
Creativity	Predictable, no new ideas	Still developing, a few original ideas	Good, some original ideas	Excellent, original and entertaining

Assessment

LO 2
SPEAKING The learner will be able to communicate effectively in spoken language in a wide range of situations.
We know this when the learner:

2.1 interacts in additional language:
2.1.3 expresses an opinion and gives reasons for it;
2.2 acts in culturally appropriate ways:
2.2.1 role-plays some familiar situations using appropriate language and actions.
LO 4
WRITING The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.
We know this when the learner:
4.1 writes to communicate information:
4.1.4 expresses an opinion and gives reasons for it;
4.2 writes for social purposes:
4.2.1 with a 'frame', writes a simple personal letter;
4.3 writes creatively:
4.3.1 shows development in the ability to write stories, play scripts and dialogues.

Memorandum

This activity focuses on preparing the learners to handle a fire emergency. Divide the learners into partners for this activity. The first step is to ensure that they know what number to phone in the case of a fire. If possible, have some telephone directories available for learners to look up the correct number. Encourage learners to write this number somewhere near their telephone at home. (Design a small card in Design and Technology or Art that has all the emergency numbers on it.)

Before the learners begin the next part of the activity, have a discussion about what would happen if they had to make an emergency call to the fire department. Talk about the information that would be requested and possible questions that would be

asked. The learners, in their partners, will have to write a dialogue between the eyewitness, who first notices the fire, and the operator who receives the call at the fire department. Then revise the punctuation that they will use when writing their dialogue. Allow enough time for learners to discuss and write their dialogue together in class.

Once the written part is complete, learners can present their dialogues to the rest of the group or class. Some props, like a set of telephones will make the telephone conversation more realistic and interesting to watch. Make use of the Educator's Assessment Chart to complete your assessment.

To write for social purposes

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 6

Module 51

TO WRITE A SIMPLE PERSONAL LETTER

Activity 1:

To write a simple personal letter

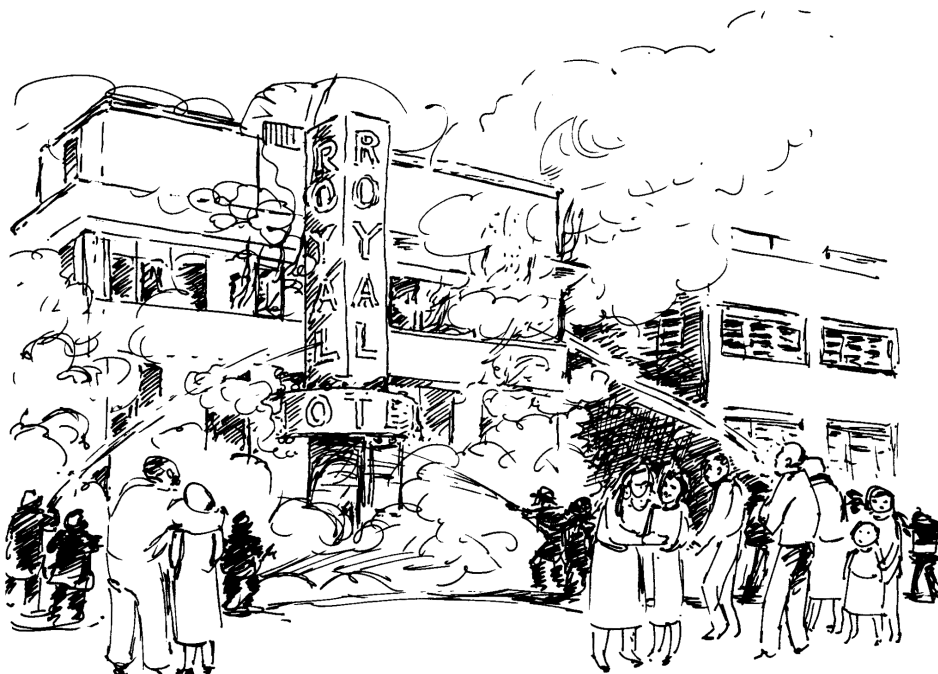
[LO 4.2.1]

We continue to focus on writing in this activity, but now you are going to *write a letter* to a friend. You are going to imagine that you were staying in the Royal Hotel on holiday when a fire broke out and the hotel burnt down. In your letter you are going to describe the following to your friend:

- a. what you were doing before the fire;
- b. how you became aware that the fire had broken out;
- c. how you were rescued from the burning building.

Look at the picture carefully to get some inspiration!

Write your letter. Remember to include your address at the top of the letter and to write in paragraphs.



Educator's Assessment Chart:

Criteria	1	2	3	4
Spelling and punctuation	Poor – difficult to decipher	Still developing – many errors	Good – very few errors	Excellent - no errors
Format	Incorrect – understanding still developing	Correct format still developing	Correct in most instances	Correct throughout
Development	Disjointed, difficult to follow	Disjointed in places	Logical, interesting	Extremely logical, interesting, well thought out

Creativity	Poor, predictable, no new ideas	Still developing, very few original ideas	Good, some original ideas	Excellent, original and entertaining
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Assessment

LO 4
WRITING The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.
We know this when the learner:
4.1 writes to communicate information:
4.1.4 expresses an opinion and gives reasons for it;
4.2 writes for social purposes:
4.2.1 with a 'frame', writes a simple personal letter;
4.3 writes creatively:
4.3.1 shows development in the ability to write stories, play scripts and dialogues.

Memorandum

This activity focuses on writing. Learners are required to write a letter to a friend. Start by revising the layout for the letter. Remind learners about including their address on the right hand side of the page, the date, writing in paragraphs etc. Learners have to imagine that the hotel they were staying in, burnt down. They have to describe the events to their friend in the letter. Study the picture, which is included in the workbook, with the class. This picture is meant to inspire them and set the scene. Talk about how people would feel, and about different possibilities for the way that the fire started and the ways

that people were rescued. Learners have a block to brainstorm in, and then they must write the letter in the correct format in the 'final copy' block.

Remind them to check their spelling and punctuation, and to be creative. Read through the Educator's Assessment Chart to complete your assessment.

To express cause and effect

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 6

Module 52

TO EXPRESS CAUSE AND EFFECT

Activity 1:

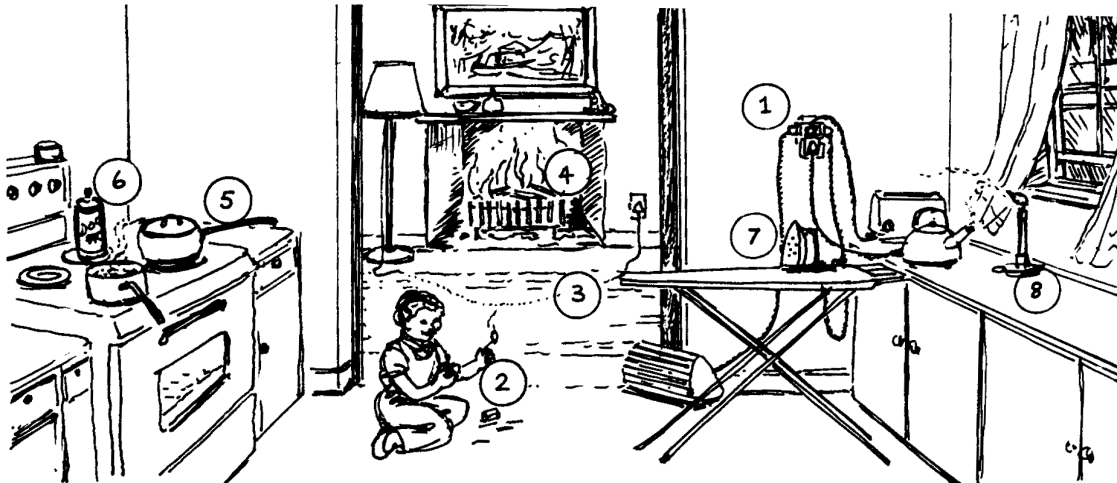
To express cause and effect

[LO 5.2.6]

Study the following picture.

There are many things in this picture that could cause a fire to start! It is important that we are aware of these things to prevent fires in our own environment.

Write down a set of rules that should be followed to prevent fire breaking out in the home. The rules must correspond with the numbers in the picture.



Spelling and punctuation	Poor – difficult to decipher	Still developing – many errors	Good – very few errors	Excellent - no errors
Ability to make rules from picture	Poor	Fair	Reasonable	Excellent

Assessment

LO 5

THINKING AND REASONINGThe learner will be able to use language to think and reason, and access, process and use information

for learning.
We know this when the learner:
5.1 uses language across the curriculum:
5.1.2 extracts information from materials used in History;
5.2 uses language for thinking:
5.2.1 answers and asks some more complex questions;
5.2.3 analyses the features of things in order to classify them;
5.2.6 expresses cause and effect;
5.2.7 discusses advantages and disadvantages and writes about them;
5.3 collects and records information in different ways:
5.3.1 carries out some simple research.

Memorandum

This activity encourages learners to think carefully about things in the home that could cause fires. They are asked to study a picture where there are many situations that could cause a fire. They must make up rules, which must correspond with the numbers in the picture, to help prevent fire in the home.

Talk about the picture before allowing them to begin. Give them one or two clues as to what the problems could be. Do not give them all the answers. Allow them to complete the exercise, and then have another discussion afterwards where learners can share their rules with the rest of the class or the rest of their group.

Some ideas for you to use:

1. Do not plug too many plugs plugged into one socket.

2. Do not allow children to play with matches. Do not leave matches where children can get to them.
3. Do not allow electric cords to run under mats where they will get walked on.
4. Do not leave a fire unattended. Do not make a fire without a screen.
5. Do not put pots on the stove with the handles sticking out over the edge of the stove.
6. Do not place bottles or any other items that could catch fire, on the stove. Do not leave boiling pots unattended.
7. Do not leave the iron unattended. Do not leave the iron switched on.
8. Do not leave candles burning near curtains.

To read a historic text

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 6

Module 53

TO READ A HISTORICAL TEXT

Activity 1:

To read a historic text [LO 3.3.4]

To extract information from material used in history [LO 5.1.2]

The following activity will be carried out in your group. Study the topics that are listed below. Choose one on which your group would like to do some research.

- a. The Great Fire of London - 1666
- b. Guy Fawkes
- c. The New York Harbour Fire of 1904
- d. The Chun-King Fire of China in 1949

There are four different questions that need to be researched with regard to the topic that you have chosen. Each member of the group will be responsible for researching one of them. Decide among yourselves who will be researching each topic.

The questions are:

- What is the background to the fire? Where did it occur?
- How did the fire start and what happened after it had started?
- How was the fire put out and who was involved?

- What were the effects of the fire?

Your research can be taken from books, the Internet, encyclopaedias. Write your findings on the lines below.

Now that your research is complete, share your findings with your group. Every member of the group will have a chance to share. Listen carefully to one another, showing respect and asking questions once they have finished speaking. Your educator will be assessing how well you interact in your group.

Educator's Assessment Chart:

Criteria	1	2	3	4
Ability to gather information	Poor, requires constant assistance	Fair, good deal of assistance required	Good, very little assistance required	Excellent, no assistance required
Punctuation and spelling	Poor – difficult to decipher	Still developing – many errors	Good – very few errors	Excellent - no errors
Teamwork – participation listening, showing respect for each other	Poor	In some contexts only	Good	Excellent

Assessment

LO 3

READING AND VIEWINGThe learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.

We know this when the learner:

3.1 understands some elements of stories:

3.1.1 understands title, setting and plot (e.g. says why things happened in the way they did);

3.1.3 identifies and discusses social and ethical issues in the story;

3.2 understands, in a simple way, some elements of poetry:

3.2.1 rhyme;

3.2.3 words which imitate their sound;

3.3 reads for information:

3.3.4 reads texts across the curriculum (History);

3.7 reads for pleasure:

3.7.1 reads much fiction and non-fiction at an appropriate reading and language level;

3.8 uses reference books and develops vocabulary:

3.8.2 uses a dictionary.

LO 5

THINKING AND REASONINGThe learner will be able to use language to think and reason, and access, process and use information for

learning.
We know this when the learner:
5.1 uses language across the curriculum:
5.1.2 extracts information from materials used in History;
5.2 uses language for thinking:
5.2.1 answers and asks some more complex questions;
5.2.3 analyses the features of things in order to classify them;
5.2.6 expresses cause and effect;
5.2.7 discusses advantages and disadvantages and writes about them;
5.3 collects and records information in different ways:
5.3.1 carries out some simple research.

Memorandum

This is a research activity. Learners must be divided into groups and must select a topic, from the four provided, for their research. Each member of the group will be responsible for researching a different question about the topic. Allow time for learners to discuss the topics and to allocate the questions.

Depending on what resources you have available to you, learners may make use of books, encyclopaedias or the Internet for their research. Give the learners a deadline for their research. Once the research section is complete, learners must report their findings to the group. During this time, they will be assessed on how they work as a group, how they listen to and respect one another. The Assessment Chart will help you with the assessment.

To understand rhyme

ENGLISH FIRST ADDITIONAL LANGUAGE

Grade 6

Module 54

TO UNDERSTAND RHYME

Activity 1:

To understand rhyme [LO 3.2.1]

To identify words which imitate sound [LO 3.2.3]

To answer complex questions [LO 5.2.1]

Read the following poem through carefully. Take note of rhyming words as you read. Answer the questions that follow.

ELEPHANT BRIGADE
What, do you think, can elephants do -No, not those who live
in the zoo –When there’s a fire in the jungle,And the flames roar with a mighty rumble?
They can either spray the flames, which is good,**Or drink all the water to keep
themselves cool!**

1. List the words that rhyme in the poem.
2. What words in the poem imitate sound?
3. What are the two things that an elephant could do in a fire, according to the poem?
4. In your view, what are the effects of fire on animals?
5. What animals, do you think, are at a disadvantage in a fire? Give reasons.
6. What animals, do you think, have the most advantage in a fire? Give reasons.
7. The poem suggests that elephants could be fire fighters by spraying the flames with their trunks. Use your imagination now. Can you think of any other animal that could

be a fire fighter? Name the animal and describe what it would do.

8. Can you write a poem about animals and fire? Take some time to think about some rhyming words. Write them in your 'rough draft' block. Then make up a short poem using your words. Write the poem in the 'Final Copy' block.

Educator's Assessment Chart:

Criteria	1	2	3	4
Answers to the text	Unable to answer	Requires prompting	Shows insight in most answers	Answers with full insight
Spelling and punctuation	Poor – difficult to decipher	Still developing – many errors	Good – very few errors	Excellent - no errors
Creativity	Poor, predictable, no new ideas	Still developing, very few original ideas	Good, some original ideas	Excellent, original ideas
Neatness	Untidy	Presentation inconsistent, greater care needed	Good presentation	Excellent presentation, great care taken
Ability to write a poem	Poor	Fair	Reasonable	Excellent

Assessment

LO 3

READING AND VIEWINGThe learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.

We know this when the learner:

3.1 understands some elements of stories:

3.1.1 understands title, setting and plot (e.g. says why things happened in the way they did);

3.1.3 identifies and discusses social and ethical issues in the story;

3.2 understands, in a simple way, some elements of poetry:

3.2.1 rhyme;

3.2.3 words which imitate their sound;

3.3 reads for information:

3.3.4 reads texts across the curriculum (History);

3.7 reads for pleasure:

3.7.1 reads much fiction and non-fiction at an appropriate reading and language level;

3.8 uses reference books and develops vocabulary:

3.8.2 uses a dictionary.

LO 5

THINKING AND REASONINGThe learner will be able to use language to think and reason, and access, process and use information for learning.

We know this when the learner:

5.1 uses language across the curriculum:

5.1.2 extracts information from materials used in History;
5.2 uses language for thinking:
5.2.1 answers and asks some more complex questions;
5.2.3 analyses the features of things in order to classify them;
5.2.6 expresses cause and effect;
5.2.7 discusses advantages and disadvantages and writes about them;
5.3 collects and records information in different ways:
5.3.1 carries out some simple research.

Memorandum

This module deals with poetry and the learners' thoughts about animals in a fire. Start by reading through the short poem with the class. It is a fun poem, which introduces the serious topic of the effect of fire on animals. Once you have been through the poem with the class, allow them to answer the questions about the poem.

The first few questions deal with rhyming words, words that imitate sound and questions about the content of the poem, but then the learners are also asked to express their opinion about the effect of fire on animals, and which animals have the greatest advantage or disadvantage in a fire. The answers to these questions should be interesting, so allow learners a chance to share their answers with the class.

Answer to questions:

1. do, zoo; jungle, rumble
2. roar, rumble
3. The elephant could spray the flames, or spray himself to keep himself cool.
4. Fire makes animals very nervous. They run to try and get away from it. The smoke can affect their eyes and their breathing.
5. Learners must express their own opinion in the questions that follow and give reasons for their answers.

The last part of the activity requires learners to write a poem about animals and fire. Discuss rhyming words with the class and allow them to brainstorm some words together. Encourage them to make use of the 'rough draft' block to order their thoughts.

The poem need not be long, four lines is enough. Read through the Educator's Assessment Chart with the class before they begin.